



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

DECEMBER 3, 2015

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

Time Convened: 3:42 P.M. EST

Time Adjourned: 4:56 P.M. EST

1.0 Verification of Quorum

Acting Committee Chair James W. Heavener asked Vice President, General Counsel and University Secretary Jamie Lewis Keith to verify a quorum of the Committee. Ms. Keith verified a quorum with all members present except Committee Chair and Board Vice Chair David Thomas.

2.0 Call to Order and Welcome

Acting Committee Chair Heavener called the meeting to order at 3:42 pm EST, and welcomed everyone in attendance.

Members Present were:

James W. Heavener (Acting Chair), David L. Brandon, Susan M. Cameron, Christopher T. Corr, Paul W. Davenport, Charles B. Edwards, Joselin Padron-Rasines, Rahul Patel, Jason J. Rosenberg, Steven M. Scott, Robert G. Stern, and Anita G. Zucker. Trustee David Thomas was unable to attend, but planned to attend the Board meeting on December 4th.

Others present were:

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President for Health Affairs David Guzick, Senior Vice President for Agriculture and Natural Resources Jack Payne, Senior Vice President and Chief Operating Officer Charles Lane, Vice President, General Counsel and University Secretary Jamie Lewis Keith, other members of the President's cabinet, Executive Assistant Cheryl May and Executive Assistant Rebecca Holt, members of the University of Florida community, and other members of the public and the media.

3.0 Review and Approval of Minutes

The Acting Committee Chair asked for a motion to approve the minutes of the September 4, 2015 and October 1, 2015 Committee meetings, which was made by Trustee Stern and Seconded by Trustee Brandon. The Acting Committee 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.

4.0 Public Comment

There were no requests for public comment.

The Committee considered the following Action Items:

5.0 Action Items

EP1. Tenure Upon Hire

Provost Glover updated the Trustees on the status of preeminence hires, stating that a total of 90 preeminent faculty members have accepted offers from UF. He then presented the three tenure upon hire cases, stating that all have been well-supported in the tenure process and he recommends all of them to the Trustees. The three cases are:

- Gerritt Hoogenboom has been hired from Washington State University as a Professor in the Department of Agricultural and Biological Engineering in the College of Agricultural and Life Sciences.
- Nancy Hunt has been hired from the University of Michigan as a Professor in the Department of History in the College of Liberal Arts and Sciences.
- Anthony Maurelli has been hired from the Uniformed Services University of the Health Sciences/Bethesda, MD as a Professor in the Department of Environmental and Global Health in the College of Public Health and Health Professions.

Acting Committee Chair Heavener asked for a motion to approve EP2-Tenure Upon Hire, which was made by Trustee Brandon and Seconded by Trustee Zucker, for recommendation to the Board for its approval on the Consent Agenda. The Acting Committee Chair asked for any discussion, of 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.

Acting Committee Chair James W. Heavener then asked Provost Glover to review the New Degree Programs and Terminations.

EP2. New Degree Programs

Provost Glover noted that the following new degrees have been approved by the Faculty Senate and the President:

- (1) One new degree program has been submitted for approval from the College of Liberal Arts and Sciences:
 - a. Bachelor of Arts in Foreign Languages and Literature

- (2) One degree program has been submitted for approval from the College of Engineering:
 - a. Doctor of Philosophy in Human-Centered Computing
- (3) One degree program has been submitted for approval from the College of Public Health and Health Professions:
 - a. Limited Access Degree Program, Bachelor of Public Health

Acting Committee Chair Heavener asked for a motion to approve EP2-New Degree Program, which was made by Trustee Edwards and Seconded by Trustee Davenport, for recommendation to the Board for its approval on the Consent Agenda. The Acting Chair asked for any discussion, of which there was none. The Acting Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP3. Degree Program Termination

Provost Glover noted that the College of Engineering had requested the termination of the Engineer Degree in Industrial and System Engineering. The termination was approved by the Faculty Senate because there had been little interest and no enrollment in the programs over the last approximately 10 years.

Acting Committee Chair Heavener asked for a motion to approve EP3-Degree Program Termination, which was made by Trustee Brandon and Seconded by Trustee Cameron, for recommendation to the Board for its approval on the Consent Agenda. The Acting Committee Chair asked for any discussion, of 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.

6.0 Discussion/Informational Items

Acting Committee Chair Heavener turned the Committee's attention to the information items. He asked each presenter to address a topic in turn:

6.1 **Admissions Update** – Vice President for Enrollment Management Zina Evans noted that applications are up by 4% over last year among both in-state and out-of-state applicants; the applicant pool is 57% female and the GPA average is over 4.0.

6.2 **Faculty Senate Update** – Faculty Senate Chair Paul Davenport provided an update on the faculty initiatives and priorities.

6.3 **Student Government Update** – Student Body President Joselin Padron-Rasines distributed a pamphlet highlighting the accomplishments and initiatives of Student Government.

Provost Glover provided information about programs and center name changes. All have been approved by the Faculty Senate and do not require Board action.

6.4 New Centers/Institutes

6.4.1 Center for Respiratory Research and Rehabilitation

6.4.2 Institute for Sustainable Food Systems

6.5 Update on Athletic Fee

Athletic Director Jeremy Foley gave a PowerPoint presentation, informing the Trustees that there have been no increases in the student athletic fee for 16 years and the need exists for a modest adjustment in the future. The Trustees were not being asked to act on an increase at this time. The Trustees commended Athletic Director Foley on his fiscal management.

7.0 New Business

Acting Committee Chair Heavener asked if there was any new business for the Committee.

Vice President, General Counsel and University Secretary Jamie Lewis Keith noted that the Board dinner was to be held at the new, state-of-the-art Harrell Medical Education Building, with cocktails and tours being provided first in the Building's Dr. Steven M. Scott and Rebecca J. Scott Commons. Immediate past student body president and trustee, Cory Yeffet, who was unable to join the Trustees in June, was to attend the dinner to be recognized for his service.

8.0 Adjourn

After asking for any further discussion and hearing none, Acting Committee Chair Heavener asked for a motion to adjourn, which was made by Trustee Corr, and Seconded by Trustee Davenport and, with no further discussion desired, the motion was passed unanimously and the University of Florida Committee on Educational Policy and Strategy was adjourned at 4:56 p.m. EST.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
EXECUTIVE SUMMARY
DECEMBER 3, 2015**

The Committee will consider and act on the following Action Items:

- **EP1 – Tenure Upon Hire** – On the Provost’s recommendation, the Committee is asked to approve, for recommendation to the Board of Trustees for its approval on the Consent Agenda, the granting of tenure commencing with the appointment of three newly appointed faculty members who have been recommended to the Provost by their Chairs and Deans for tenure upon hire.
- **EP2 – New Degree Programs** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda three new degree programs.
- **EP3 – Degree Program Termination** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda the proposed termination of the Engineer Degree in Industrial and Systems Program.

The Committee will address the following Discussion/Informational Items:

- Admissions Update by Zina Evans, Vice President for Enrollment Management
- Faculty Senate Update by Paul Davenport, Faculty Senate Chair
- Student Government Update by Joselin Padron-Rasines, President of Student Government
- New Centers/Institutes by Joseph Glover, Provost and Senior Vice President for Academic Affairs
- Athletic Fee Update by Jeremy Foley, Athletics Director



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE AGENDA
DECEMBER 3, 2015
3:45 P.M. EST
President’s Room 215B, Emerson Alumni Hall
University of Florida, Gainesville, Florida**

Committee Members:

David M. Thomas (Chair), David L. Brandon, Susan M. Cameron, Christopher T. Corr, Paul W. Davenport, Charles B. Edwards, James W. Heavener, Joselin Padron-Rasines, Rahul Patel, Jason J. Rosenberg, Steven M. Scott, Robert G. Stern, and Anita G. Zucker

- 1.0 Verification of QuorumJamie Lewis Keith, VP/General Counsel, University Secretary
- 2.0 Call to Order and Welcome David M. Thomas, Chair
- 3.0 Review and Approval of Minutes..... David M. Thomas, Chair
[September 4, 2015](#)
[October 1, 2015](#)
- 4.0 Public Comment..... David M. Thomas, Chair
- 5.0 Action Items David M. Thomas, Chair
[EP1. Tenure Upon Hire](#)
[EP2. New Degree Programs](#)
[EP3. Degree Program Termination](#)
- 6.0 Discussion/Informational Items..... David M. Thomas, Chair
 - 6.1 Admissions UpdateZina Evans, VP for Enrollment Management
 - 6.2 Faculty Senate Update Paul Davenport, Faculty Senate Chair
 - 6.3 [Student Government Update](#)Joselin Padron-Rasines, President, Student Gov’t
 - 6.4 New Centers/Institutes.....Joseph Glover, Provost & SVP for Academic Affairs
 - [6.4.1 Center for Respiratory Research and Rehabilitation](#)
 - [6.4.2 Institute for Sustainable Food Systems](#)
 - 6.5 [Update on Athletic Fee](#) Jeremy Foley, Director, Athletics

7.0 New Business David M. Thomas, Chair
8.0 Adjourn David M. Thomas, Chair



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

September 4, 2015

Austin Cary Forest Learning Center

10625 NE Waldo Road, Gainesville, Florida 32609

Time Convened: 8:33 a.m. EDT

Time Adjourned: 8:50 a.m. EDT

1.0 Verification of Quorum

Committee Chair and Board Vice Chair David M. Thomas asked Vice President, General Counsel and University Secretary Jamie Lewis Keith to verify a quorum. Ms. Keith confirmed a quorum with all members present except for Trustees Corr and Heavener.

2.0 Call to Order and Welcome

Committee Chair, Thomas called the meeting to order at 8:33 a.m., EDT.

Members present were:

David M. Thomas, Chair, David L. Brandon, Susan M. Cameron, Paul W. Davenport, Charles B. Edwards, Joselin Padron-Rasines, Rahul Patel, Jason J. Rosenberg, Steven M. Scott, Robert G. Stern, Anita G. Zucker. Trustees James W. Heavener and Christopher T. Corr were unable to attend.

Others present were:

President W. Kent Fuchs; Executive Chief of Staff Winfred Phillips; Provost and Senior Vice President for Academic Affairs Joseph Glover; Senior Vice President and Chief Operating Officer Charles Lane; Vice President, General Counsel and University Secretary Jamie Lewis Keith; other members of the President's Cabinet; Assistant Vice President for Media and Public Relations Janine Sikes; Executive Assistant Becky Holt; Discussants who were to participate in the retreat following the business meetings; and the Florida Independent Alligator.

3.0 Review and Approval of Minutes

Committee Chair Thomas asked for a motion to approve the minutes of the May 28, 2015 and June 4, 2015 Committee meetings, which was made by Trustee Cameron and seconded by Trustee Zucker. The Committee 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 Action Items

EP1. Tenure Upon Hire

Provost Glover presented the 13 tenure upon hire cases, some of whom are part of the preeminence hiring initiative and others are not, stating that all were well-supported in the tenure process and he recommended all of them to the Board. (For those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment.) Provost Glover asked if there were any questions about any of the cases, and there were none.

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

EP2. University of Press of Florida Annual Report 2014-2015

Provost Glover explained that UF submits an annual report on the University Press of Florida annually to the Board of Governors upon the UF Board's approval, and the proposed Annual Report is the report for the year just ended. Provost Glover indicated that the system-wide Press is a Board of Governors entity that is operated by UF, and UF has invested in the Press when needed in the past. Provost Glover noted, however, that UF's role in the system-wide Press could change, as UF has established its own UF Press and is publishing many of the University's faculty's publications under the newly created UF Press rather than under the system's press. Many premier universities have their own presses and this initiative furthers recognition of UF's scholarly excellence, as part of our focus on advancing UF's stature, and we have explained the importance of this initiative to the Board of Governors.

After indicating concurrence with the UF Press initiative, Committee Chair Thomas asked for a motion to approve Action Item EP2 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Scott and seconded by Trustee Stern. The Committee Chair asked for further discussion, of which there was none. The Committee Chair then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP3. Board Designee for Submission of Reports to the Board of Governors

General Counsel Keith noted that the Board of Governors has been increasingly formal in its requirements for submission of largely factual, backward looking reports, requiring them to be submitted after a Board of Trustees' vote authorizing the submission, or by an official who has been authorized by the Board to do so. The next such reports that UF will need to file are due at the end of September and are the annual reports for each Institute and Center, of which UF has about 170 across the institution. These reports are assembled by the Provost's Office and are a very labor intensive undertaking for UF based on the large number of institutes and centers at UF. Ms. Keith noted that this Action Item requests the Committee's and Board's action to authorize and direct the UF President or Provost, acting singly as the UF Board's designee, to approve and submit these reports and any other informational reports that may be submitted by the UF Board or its designee to the Board of Governors. She noted that approval of submission of these largely factually and backward looking reports does not require an exercise of judgment by the Board and scheduling special meetings/calls to vote to submit these kinds of reports may not be a good use of time for the Board. She explained that there are two conditions to the proposed authority and direction: (1) that the Trustees be notified of submissions and (2) that the Trustees be provided access to the reports. Ms. Keith said that these conditions will ensure that any follow up questions are answered and that, if a report raises an issue with forward-looking effect of interest to the Trustees, the matter will be included on a regular meeting agenda for discussion. She noted that the proposal will avoid the need for Board calls to submit informational reports that are largely factual, while still making sure the Trustees are informed and any follow up questions can be answered. Committee Chair Thomas asked if the University Press of Florida Annual Report is another example of these kinds of reports. Ms. Keith answered that it is and that the creation of the UF Press is an example of the kind of follow up informational item that could be included on a meeting agenda if Trustees are interested.

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

5.0 Information/Discussion Items

There were no Information/Discussion Items to discuss.

6.0 New Business

There was no New Business to discuss.

7.0 Adjourn

After asking for any further discussion and hearing none, Committee Chair Thomas asked for a motion to adjourn, which was made by Trustee Patel and Seconded by Trustee Stern and the motion was passed unanimously. The University of Florida Committee on Educational Policy and Strategy was adjourned at 8:50 a.m. EDT.



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

**October 1, 2015 Telephone Conference Call Joint Meeting
123 Tigert Hall, University of Florida, Gainesville, Florida
Time Convened: 8:31 A.M. EDT
Time Adjourned: 8:57 A.M. EDT**

1.0 Verification of Quorum

After a roll call, a quorum was confirmed, with all members present except for Trustee Cameron.

**University of Florida Board of Trustees and Committee on Educational Policy and Strategy
Members present:**

Steven M. Scott (Board Chair), David M. Thomas (Board Vice Chair, Committee Chair), David L. Brandon, Christopher T. Corr, Paul W. Davenport, Charles B. Edwards, James W. Heavener, Joselin Padron-Rasines, Rahul Patel, Jason J. Rosenberg, Robert G. Stern and Anita G. Zucker. Trustee Susan M. Cameron was unable to attend.

Others present were:

President W. Kent Fuchs; Senior Vice President for Academic Affairs, Joseph Glover; Senior Vice President and Chief Operating Officer, Charles E. Lane; Vice President, General Counsel and University Secretary Jamie Lewis Keith; Vice President for Development and Alumni Affairs Thomas Mitchell; Vice President for Enrollment Management Zina Evans; Dean of the College of Engineering Cammy Abernathy; Associate Provost Andy McCullough; Assistant Vice President for Public Affairs Janine Sikes; Executive Assistant Rebecca Holt; and Dr. Herbert Wertheim.

2.0 Call to Order and Welcome

Board Chair Steven M. Scott called the meeting to order at 8:31 a.m. EDT and welcomed everyone including College of Engineering Dean, Cammy Abernathy and extended a special welcome to Dr. Herbert Wertheim. He noted that the Board was pleased to be able to thank Dr. Wertheim directly for his visionary philanthropy.

3.0 Vote to Hold a Joint Meeting (Committee) Vote to Hold a Joint Meeting (Board)

Board Chair Scott asked for a motion to hold a joint meeting of the Educational Policy and Strategy Committee (a committee of the whole Board) and the Board of Trustees, which was made by Trustee Thomas and seconded by Trustee Brandon. The Board 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.

Board Chair Scott noted that since Dr. Wertheim had joined the meeting, the Board would address Non-Consent Action Item EP2 and Resolution R15-157 first on the agenda.

5.0 Action Items (Non-Consent) EP2 and Board Resolution R15-157 Naming

Vice President for Development and Alumni Affairs, Thomas Mitchell introduced the naming of the College of Engineering and the planned Nexus engineering building. The University is very grateful for the extraordinary and wonderful gift by Dr. Herbert Wertheim and the Dr. Herbert & Nicole Wertheim Family Foundation, to name the College of Engineering the “Herbert Wertheim College of Engineering” and the planned Nexus engineering building the “Herbert Wertheim Engineering Building.” The generous gift will jumpstart a historic, strategically important and transformational opportunity for the College of Engineering to grow and advance in its research, teaching and infrastructure into the future. Dr. Wertheim, his wife, Nicole Wertheim, and the Wertheim Family Foundation, including daughters Erica and Vanessa, have contributed more than \$100M to Florida universities and colleges, including the \$50M gift to UF’s College of Engineering, and gifts to Florida International University’s Herbert Wertheim College of Medicine and Nicole Wertheim College of Nursing. Action Item EP2 and Board Resolution R15-157 will approve the naming of the College of Engineering, the “Herbert Wertheim College of Engineering” and the planned Nexus engineering building, the “Herbert Wertheim Engineering Building.” The Trustees expressed their enthusiasm for the naming, as fitting in light of the gift.

Board Chair Scott asked for a motion to approve the Non-Consent Agenda, which was made by Trustee Brandon and seconded by Trustee Zucker. The Board 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.

President Kent Fuchs stated that he was very grateful to the Trustees for approving the naming of the College and the planned engineering building for Dr. Wertheim. He noted that the gift from Dr. Wertheim and the Wertheim Family Foundation comes marks a truly historic tipping point in UF history. If University of Florida is to become a top national research university, the College of Engineering must become a top 15 College of Engineering. He said the University has the leadership in place to accomplish this, with Dean Abernathy and the Associate Deans. The new resources provided by our partners, Herb and Nicole Wertheim will provide a substantial step forward in obtaining the facilities and faculty support that are also needed to make this possible.

Dean Cammy Abernathy thanked the Trustees for their approval, and thanked the Dr. Wertheim, his wife Nicole and their family for their vision, support and partnership.

Board Chair Steve Scott again added his thanks and said that this gift opens a new future for engineering at UF.

Dr. Herbert Wertheim asked to be recognized and stated that this was a monumental day for him, his wife Nicole, and their family. He indicated he was pleased to be able to use his good fortune for education, healthcare and engineering, which are fields of importance to the future contributions of UF and FIU. He thanked the Trustees for helping education and for their hard work and for honoring him, Nicole and his family by approving the naming of the Engineering College and Building. He expressed his pleasure in giving back to the College of Engineering and the University as a whole.

Board Chair Steve Scott then turned to the Consent Action Item and asked Provost Joe Glover to present EP1.

4.0 Action Items (Consent)

EP1. Market Rate Tuition Proposals

Provost Glover noted that under Board of Governors Regulation and accompanying statute, this year and each year for the last five years, the BOG has invited proposals for up to five market rate tuition on-line and continuing education graduate degree programs. Each year UF has made five proposals, the Board of Trustees has approved the proposals and the Board of Governors has approved them as well. These programs are not state subsidized, allow universities to reach a national and international audience at market rates, and do not affect or replace regular university courses at subsidized rates. We are not proposing to increase the tuition rates for these programs as market rate programs in the coming year, and will maintain their tuition at their current rates under the non-subsidized “at cost” program. The statute that authorizes “at cost” programs does not define how to calculate cost and requires protracted discussions with the Auditor General’s office each year. If these programs are authorized as market rate programs, the need for these discussions will be eliminated.

Associate Provost Andrew McCullough indicated that all 23 market rate tuition proposals presented to the Board of Governors have been approved. There are seven programs in business, three in engineering, seven in pharmacy, three in the arts, four in agriculture and life sciences, one in public health and health professions, one in medicine, two in journalism and two in design, construction and planning. There are a total of 3500 students enrolled in these programs.

Associate Provost McCullough presented the proposed four (4) graduate online and one (1) graduate continuing education market tuition rate programs, as follows:

1. Master of Science in Family, Youth and Community Services (an online program);
2. Citylab Sarasota Master of Architecture (M.Arch), (a continuing education program to be held and pursued at the time when the space planned to house the program was not available. UF and USF have been working together since to bring the program forward.);
3. Master of Science in Forest Resources and Conservation with Concentration in Natural Resource Policy and Administration (an online program);
4. Master of Arts in Mass Communications (MAMC) with a specialization in Public Relations and Communication Management (an online program). Dr. McCullough indicated that this was a new program with no other similar program available. It will be offered as a twin program, with the same content to be taught in English and Spanish. This is a first for the College of Journalism and Communications and for the state university system; and
5. Master of Science in Sport Management (an online program).

General Counsel Jamie Lewis Keith noted that the Committee and Board are asked to approve EP1 with one amendment to the materials the Board received. In order to maintain the current tuition for each program in its first year as a market rate program, the amount of tuition for Proposal 1 (Master of Science in Family, Youth and Community Sciences) and the amount of tuition for Proposal 3 (Master of Science Forest Resources and Conservation), respectively, as reflected in line 8 of the cover chart, are amended to the amounts corresponding to the programs in line 7 of the summary chart.

Board Chair Scott asked for a motion to approve the Consent Agenda Action Item EP1 (with the change noted by Ms. Keith), which was made by Trustee Zucker and seconded by Trustee Brandon. The Board Chair asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

6.0 Discussion/Informational Items

There were no Discussion or Information Items.

7.0 New Business

President Fuchs reminded all Trustees about the Board of Governors Trustee Summit on November 4-5, 2015 to be held at Florida International University in Miami and asked any Trustee who could attend to try to do so.

8.0 Adjourn

Board Chair Scott asked for a motion to adjourn the meeting, which was made by Trustee Brandon and seconded by Trustee Zucker. The Board Chair asked for all in favor of the motion and any opposed, and the motion was approved unanimously. The joint meeting of the Committee on Educational Policy and Strategy and the Board of Trustees was adjourned at 8:57 a.m. EDT.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY & STRATEGY
COMMITTEE ACTION ITEM EP1
DECEMBER 3, 2015**

SUBJECT: Tenure Upon Hire

BACKGROUND INFORMATION

The Chairs and Deans have recommended to the Provost that three 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 Provost 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 in 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](#) and [Spreadsheet](#).

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

**Dr. Gerrit Hoogenboom-College of Agricultural and Life Sciences
Professor, Agricultural and Biological Engineering**

Dr. Gerrit Hoogenboom received his B.S. in Horticulture and Plant Physiology from Wageningen University in 1977, his M.S. in Horticulture, Theoretical Production Ecology, and Crop Physiology from Wageningen University in 1981, and his Ph.D. in Agronomy and Soils from Auburn University in 1985. He is currently a professor of Agrometeorology in the Department of Biological Systems Engineering at Washington State University. He is also the director of AgWeatherNet at Washington State University. Dr. Hoogenboom specializes in the development and application of crop simulation models and decision support systems and coordinates the development of the Decision Support System for Agrotechnology Transfer (DSSAT), one of the most widely used crop modeling systems across the world. He has published over 280 scientific papers in refereed journals as well as numerous book chapters and proceedings. Dr. Hoogenboom's over 25 years of experience in research, education, and outreach in agricultural and environmental engineering will be a significant asset to the college and the university.

**Dr. Nancy R. Hunt-College of Liberal Arts and Sciences
Professor, History**

Dr. Nancy Hunt received her B.A. in General Studies in the Humanities from the University of Chicago in 1980 and her Ph.D. in History from the University of Wisconsin-Madison in 1992. She is currently a professor of History with a joint appointment of professor of Obstetrics and Gynecology at the University of Michigan-Ann Arbor. Dr. Hunt's areas of expertise include all aspects of women's health in Africa. She is the author or editor of three books and also has published over 30 articles. She has also received grants from the National Science Foundation, the Ford Foundation, and the American Council of Learned Societies among others. Dr. Hunt has taught a broad array of courses at the undergraduate and graduate levels which will serve our well-established programs quite well. She has supervised more than twenty students at the graduate and postdoctoral levels. Dr. Hunt has participated in numerous conferences and presentations nationally and internationally. The addition of Dr. Hunt to the College of Liberal Arts and Sciences and to the University of Florida will bolster an already excellent program and institution.

**Dr. Anthony T. Maurelli-College of Public Health and Health Professions
Professor, Environmental and Global Health**

Dr. Anthony Maurelli received his B.S. in Biology from Villanova University in 1974 and his Ph.D. in Molecular Cell Biology from the University of Alabama in 1983. Dr. Maurelli is currently a professor in Microbiology and Immunology with secondary appointments as professors in Emerging Infectious Diseases and in Molecular and Cell Biology at the Uniformed Services University of the Health Sciences in Bethesda, Maryland. Dr. Maurelli has done internationally recognized research work which has resulted in significant new findings relating

to emergence and global spread of shiga-toxin producing Shigella strains as well as important data on incidence of chlamydia and other sexually transmitted infections. He has written 55 abstracts, 21 book chapters, and 72 peer-reviewed publications. He has participated in numerous invited presentations both nationally and internationally. Dr. Maurelli has trained many graduate students and postdoctoral fellows and has an extensive favorable teaching record. His accomplishments as a teacher and researcher as well as his service contributions make Dr. Maurelli an excellent fit at the University of Florida.

**TENURE UPON HIRE CASES
DECEMBER 2015**

Name	College	Department	Rank	Previous Institution
Gerrit Hoogenboom	Agricultural and Life Sciences	Agricultural and Biological Engineering	Professor	Washington State University
Nancy R. Hunt	Liberal Arts and Sciences	History	Professor	University of Michigan
Anthony T. Maurelli	Public Health and Health Professions	Environmental and Global Health	Professor	Uniformed Services University of the Health Sciences/Bethesda, MD



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP2
DECEMBER 3, 2015**

SUBJECT: New Degrees

BACKGROUND INFORMATION

The proposed new degrees are as follows: B.A. in Foreign Languages and Literature in the College of Liberal Arts and Sciences; Doctor of Philosophy in Human-Centered Computing in the College of Engineering; and the Limited Access Degree Program Bachelor of Public Health in the College of Public Health and Health Professions. These proposed new degrees will aid the achievement of the strategic planning goals of the State University System and University of Florida. These new degree programs were approved by the Curriculum Committee and then by the Faculty Senate at their August 27, 2015 and September 24, 2015 meetings.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the B.A. in Foreign Languages and Literatures (CIP Code 16.0101); Doctor of Philosophy in Human-Centered Computing (CIP Code 11.0104); and Limited Access Degree Program Bachelor of Public Health (CIP Code 51.2201) 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 required for 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 by Faculty Senate on 9/24/15

Revised January 2015

Board of Governors, State University System of Florida

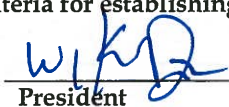
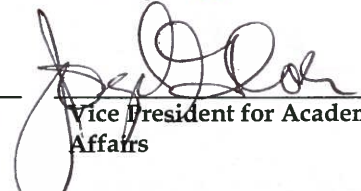
Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of Florida	Summer B, 2016
University Submitting Proposal	Proposed Implementation Term
Public Health and Health Professions	Dean's Office
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Public Health	Bachelor of Public Health
Academic Specialty or Field	Complete Name of Degree

51.2201
 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		11/9/15
	President	Date
Signature of Chair, Board of Trustees		11/8/15
	Date	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)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	30	22.5	11,873	267,136	5208		\$272,344
Year 2	70	52.5					
Year 3	84	63.0					
Year 4	87	65.25					
Year 5	90	67.5	5063	341,739	5791		\$347,530

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.**

We are proposing a new undergraduate program in public health. The proposed undergraduate program will lead to the Bachelor of Public Health degree after completion of 120 credit hours. There are no emphases within the proposed major although students will be encouraged to select some of their electives around a cohesive public health topic. Our college currently offers a pre-public health track in our limited access health science major, and it is our intention to convert this track to its own limited access major. Similar to our health science program, it is expected that the majority of students will apply to graduate or professional school. Therefore, a primary goal of the public health bachelor's degree is to prepare students for advanced (master's) training in the health professions and in public health specifically, considered the entry level degree for the field. By creating the public health major, we can round out the student's training and create a more seamless transition from the bachelor's to master's in public health. We also anticipate that some of the public health students will seek advanced training in other health care fields, such as nursing and medicine. These are common fields in which students seek dual careers partnered with public health. The program will also allow us to more effectively serve the full range of students given the BPH provides a viable career path whether or not students are successful in their graduate school application. There are a number of career opportunities for students who are prepared in public health at the bachelor's level, including managerial and front line positions in non-profit public health organizations, such as county public health departments, as well as other not-for-profit and for-profit agencies, health organizations, and federal entities. For example, the Florida Department of Economic Opportunity cites community service managers and health services managers as two of the top 15 undersupplied occupations in Florida, for which a public health degree would be appropriate.

- B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed. The proposal was presented on February 6, 2015; there were no concerns identified.**
- C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university. N/A**
- D. 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 link to the SUS Strategic Plan on the [resource page for new program proposal](#)).**

The proposed BPH is consistent with the following SUS Strategic Planning Goals: strengthen the quality and reputation of academic programs and universities, increase degree productivity and program efficiency, and increase the number of degrees in areas of strategic emphasis. This program directly supports all three goals above. The United States Department of Education broadened the accreditation responsibility of the national accrediting body for public health, the Council on Education for Public Health (CEPH), in 2007 to include bachelor's degree programs. In 2011, CEPH created accreditation criteria for undergraduate public health programs in response to a strong national movement in undergraduate public health education. Four of the top ten ranked schools of public health by US News and World Report already offer bachelor's degrees along with master's degrees and other top ten ranked programs either offer combined

degree programs or have initiated undergraduate educational components in public health. Staying abreast of the changing field in public health is an important aspect of one's reputation. In addition, by creating the undergraduate major, we will increase overall undergraduate degree productivity in the college while creating and/or maintaining efficiencies. By replacing the pre-public health track, we also garner indirect benefit in productivity by freeing up the pre-public health spaces in our health science major. Because we had already created the pre-public health track, the infrastructure to launch and sustain the public health major is already in place, creating significant efficiency. We are sharing core courses and advising resources with our health science major, and we are taking advantage of the broad range of public health oriented electives in other colleges as part of the curricular design. We also maintain efficiency by offering a combined degree program between the undergraduate and graduate majors in public health, aligning these levels with each other. Finally, we increase the overall pool of graduates in the critical need area identified as the 51.000 CIP, many of whom will also feed our graduate programs, supporting overall growth in the master's program as well. We would also like to note that the program design is consistent with the SUS Board of Governors Strategic Plan 2012-2025 expectation that programs will take advantage of interdisciplinary collaboration. The public health program is inherently collaborative, involving faculty from a variety of disciplines in core and elective teaching.

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
 - Education
 - Health
 - Gap Analysis
2. Economic Development:
 - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

All health-related disciplines under the CIP 51.0000 have been proposed as critical areas of workforce need in the *Methodology for Updating Programs of Strategic Emphasis In the State University System of Florida, Board of Governors 2012-2025 Strategic Plan*. This is consistent with national and state concerns that we are facing a public health workforce shortage (please see Section IIA. Need). This shortage is being created by a combination of factors including work force retirements, the changing health care landscape, including the Affordable Care Act's emphasis on medical homes and community based interventions to address chronic needs, and the increased risks to security and environmental safety such as water access and quality. The Bachelor of Public Health degree is included in CIP 51, the health areas of the critical workforce strategic emphasis, and directly impacts supply of personnel to advance their education to help address these workforce gaps.

F. 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 on the University of Florida campus. We will be using a blended learning format in several courses in which students will receive lecture content on line but will also participate in live class sessions that emphasize interactive discussion and hands-on activities.

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.

Although a primary goal of the public health bachelor's degree is to prepare students for advanced (master's) training in public health, considered the entry level degree for the field, there is demonstrated need at both the bachelor's and master's levels for public health graduates. Increased numbers will help fill public health occupations in government and other health organizations. The Association of Schools for Public Health reports 1 in 4 government public health workers are eligible to retire, representing 19% of the federal public health work force, 33% of the state workforce, and 34% of the local workforce. In Florida, HRSA has designated 19 counties as medically underserved, with 79% in Northern Florida so this work force exodus will strain the system further. Because public health programs are not adequately pacing with workforce needs, these retirements will create a shortage of front line public health workers at all levels. PPHP will contribute public health workers to help fill this gap. As noted above, the Florida Department of Economic Opportunity cites community service managers, under which public health is nested, as a critical need occupational area in the state. The need for public health workers is also acute internationally. The WHO's World Health Report (2006) revealed that Africa bears 24% of the global disease burden but has only 3% of the health workforce and suggests that the "public's health suffers when health workers are scarce" (p. 10). Thirty-six countries in Africa had a critical health care worker shortage. Shortfalls were reported in all health worker categories, such as managers, logisticians, and emergency responders - areas in which public health workers provide service.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2289968/pdf/phr123000395.pdf>

(Confronting the public health workforce crisis: ASPH statement on the public health workforce, Public Health Reports, May-June, 2008, vol. 123)

www.hrsa.gov (medically underserved state reports)

www.who.gov (World Health Report 2006)

- 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.

Demand for the program is supported by local, state, and national data. At UF, we offer a pre-public health track, which graduated 42 students in Spring 2014. This track will be replaced with the bachelor's program. Therefore we already have built in student demand for education in public health. Forty-one of our current pre-public health students were queried about whether they would have been interested in a public health major, and 95% (N=39) said they would have pursued this. In addition, we have seen significant growth in our public health minor, from 5 students in 2010 to 29 students in 2014, representing a 6-fold increase. USF, which offers the only undergraduate program in the state, has undergone significant growth in its bachelor's program in a very short period of time, supporting interest specifically in the undergraduate degree. There has also been significant growth in undergraduate programs at the national level. Four of the top 10 public health schools offer undergraduate and graduate degree programs, and half the institutions who offer graduate

programs also offer some type of undergraduate public health education (e.g. majors, minors). This provides evidence of students' interest in public health at different levels and supports the model of education in which both bachelor's and master's degrees are sustainable at the same institution.

- 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 C, provide data that support the need for an additional program.

USF in Tampa, Florida offers the only bachelor's degree program in public health. Because the Council on Education for Public Health has clearly designated outcomes for accredited public health programs, overlap in content between degree programs at different institutions would be expected. We have corresponded with Dr. Donna Peterson, the dean of the College of Public Health at USF. Because we are seeking limited access status, we will have inherent controls in place regarding numbers of students. That said, there is a large demand for public health education, and Dr. Peterson indicated she does not believe our program will negatively impact their public health programs. (USF's program grew from 342 students in 2011 to 725 students in Fall 2013 per the *BOG Fall Student Enrollment in SUS Institutions and Degrees Awarded by SUS Institutions since 1991*). We collaborate currently on workforce training with USF, Dr. Peterson has guest lectured and is participating in our upcoming college research day, an event in which both undergraduates and graduates participate, and we anticipate similar additional collaborations in the future.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalent (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 students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

We plan to enroll approximately 30 students (22.50 FTE) in year one growing to 90 students (67.5 FTE) by year 5. These projections are based on the current enrollment in our pre-public health track and student interest. We believe these numbers are conservative estimates but are based on enrollment caps as a limited access major.

- 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 Appendix B to indicate that the analysis required by this subsection has been completed.

Recruitment will be facilitated by advisor participation at internal and external career fairs, the UF Minority Mentoring program, freshmen-sophomore orientation and information sessions managed by the college, presentations in courses and health-related career clubs, individual advising appointments, and liaisons between college advisors and Florida SUS community colleges. We have also formed a college diversity committee, which makes

recommendations regarding diversification activities. In addition, course content related to cultural competence will be incorporated in the curriculum. Because we are proposing to modify our current pre-public health track, we believe it gives us a reasonable indication that we will be able to achieve a diverse student body. The racial make-up of the juniors and seniors currently enrolled in the pre-public health track is 47.2% white, 11.2% black, 21.4% Latino/Hispanic, 2.2% Native American, 16.9% Asian/Pacific Islander, and 1.1% not reported. Neither FAMU nor FIU offer an undergraduate public health program.

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.)

The costs for the program are modest given we gain significant instructor and operational efficiency by sharing infrastructure and some core courses with the health science major. Based on shared expenses, the budget is projected to be \$ 272,344 in year 1 and \$347,739 in year 5. Because both the health science major, in which the pre-public health track was housed, and the public health major are administered by the dean's office, funds are simply being shifted from the pre-public health track to the new major.

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

N/A, This program will be on book and fall under regular undergraduate tuition rates.

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs 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).

Resources will be allocated from the revenue currently supporting the pre-public health track in the health science program to the new program. The pre-public health program will be sunsetted so will not be affected. Resources will be shared between the health science major and the public health major in the college, similar to the sharing that has occurred in the past across the pre-public health and health science tracks. Therefore, there should be minimal impact on either program. However, enrollment rates in the health science major will decrease but these enrollments will be replaced by the new major, and therefore there should be no college impact on revenue. In addition, the new program will still share some core coursework with the health science major, similar to the pre-public health track, so most courses will not experience significant enrollment shifts. The health science major will

experience a reduction of students in the Therapeutic Communication Skills course, but this is viewed as a positive change overall by a reduction in the faculty-student ratio in this hands on skills course. We will have a shift in need given we plan to offer a new biostatistics course and an environmental health course. These courses fall within the responsibility of the departments of Biostatistics and Environmental and Global Health, respectively, who have recently hired faculty, and both departmental chairs have requested to include these courses in the curriculum.

- D. **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).**

In order to offer appealing specialty elective groupings around public health themes, we have an increased need for required electives outside of the major that other colleges offer. However, in creating these groupings, we have predominantly selected courses that were already open to students from other colleges to minimize the impact on other colleges' potential work demands. We have corresponded with each of the colleges involved in these electives (Health and Human Performance, Education, and Agricultural and Life Sciences), and all have verified that their courses have capacity and have given their approval for the elective groups identified.

- E. **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 work with a broad range of businesses and governmental agencies that provide service learning sites for our current undergraduates. We plan to utilize 28 of these sites directly involved in public health work to launch the public health degree program. These sites range from the Alachua County Health Department and Black AIDS Services and Education to HealthStreet and WellFlorida. These organizations all provide in-kind support. In addition, we have diverse faculty who are externally funding in public health areas. Public health honors students, in particular, will be able to take advantage of research project availability by working with faculty funded by these external agencies, such as the National Institutes of Health.

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.

Quantitative: The BPH will be offered by the College of Public Health and Health Professions, which has a national reputation for academic excellence across diverse programs. All of our academic programs that have national ranking systems are among the top 20 in the country among AAU public universities, and our college is accredited by the major national public health accrediting body, CEPH. Therefore, we have a proven track record in offering students a high quality education, consistent with UF expectations. The program will help address local and state workforce needs. This workforce gap has been noted by both ASPH, who reports 33% of the states' workforce, and 34% of the local workforces across the country are eligible to retire, and

HRSA, who has designated 19 Florida counties as medically underserved, with 79% of these in Northern Florida.

Qualitative: The addition of a bachelor's degree in public health is consistent with the changing public health educational landscape, highlighted by the national movement in which undergraduate public health education has grown exponentially and is increasingly recognized as a sustainable means to help address workforce gaps that require frontline workers. Our efforts to establish a bachelor's program contribute to the university's reputation as a contemporary institution. The program will also provide a degree with an interdisciplinary focus, consistent with contemporary health delivery systems operations.

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. This degree program is 120 credits
- 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 link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). 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.

Program Prerequisites: General College Level Human Biology (BSC 2005 or 2010), STA 2023, 6 credits of social and behavioral sciences (this includes PSY 2012 as the state core for 3 credits), ENC 1101 and 1102, Advanced Professional Writing (ENC 2210 or 3451), 3.0 GPA, 3.0 prerequisite GPA, completion of AA degree; completion of general education.

Because USF is the only public health undergraduate program, common prerequisites for the undergraduate degree program in public health have not been established. According to their website, USF does not have common prerequisites but does require public health prerequisite courses in ethics (3 credits), and professional writing (3 credits). We are integrating ethics into multiple upper division courses but plan to require professional

writing (either ENC 2210 or ENC 3451). USF also lists foundation of knowledge which reflects fulfillment of general education requirements. As part of this, they list 6 credits of math and quantitative reasoning. We would specifically like to require STA 2023 as part of the math requirement in preparation for the upper division biostatistics course. Because we are requesting limited access status and we are specifically targeting students interested in advanced education as our primary focus, our GPA requirement would be higher than USF's at 3.0. This GPA is consistent with our undergraduate health science major, the majority of whom are also advancing to graduate or professional school.

- 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 Florida College System 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.**

We would like to continue limited access admissions in the same manner it is currently implemented for the pre-public health track. We currently are limited access at the junior level admissions point. Our limited access request is based on both faculty resources and space. We offer small, hands-on interactive labs and would like to use this model in the degree program as well. For example, we have included field experiences in applied epidemiology in the curriculum and plan to require a culminating internship. We have limited faculty to cover these labs and serve as faculty liaisons for internship oversight because our anticipated faculty teach extensively at the graduate level in addition to the undergraduate program. We also have limited space to manage the in-house lab experiences. We are requesting limited access status based on proficiency as well. Our college has long served as a primary gateway to advanced education in public health and health professions. This is evidenced by the fact that the vast majority of our undergraduates continue on to graduate or professional school. The new program will also include a combined degree program between the BPH and MPH. In order to ensure the competitiveness of our students, we have required a 3.0 GPA in our health science program in which the pre-public health track was housed. We are proposing a 3.0 GPA for the BPH degree program as well as the realistic expectations for performance are stringent and necessary for the career paths of our students.

We believe the pre-public health track is a reasonable representation of the expected diversity of the public health degree program. The racial make-up of the juniors and seniors currently enrolled in the pre-public health track is 47.2% white, 11.2% black, 21.4% Latina/Hispanic, 2.2% Native American, 16.9% Asian/Pacific Islander, and 1.1% not reported. 80.1% are women and 19.1% are men, consistent with our college gender composition as a whole. Transfer student applications are part of the same pool as UF student applications to prevent bias in admissions decisions. All UF and SUS community college applications will be entered into the same database and reviewed as part of the same process. Offers of admission will be disseminated accordingly.

- 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 link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). 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 (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The proposed bachelor's degree in public health will contribute to the UF and BOG strategic plans by addressing workforce shortages in public health (UF work plan goal #44), producing more degrees in the health professions, and providing a degree with an interdisciplinary focus (highlighted in several parts of the work plan). The addition of a bachelor's degree in public health is also consistent with the changing public health educational landscape, highlighted by the nationwide response to the 2003 Institute of Medicine report recommending public health undergraduate education for students, and the university's goal to achieve top ten status, which requires educational programs to remain current and relevant.

All of our academic programs that have national ranking systems are among the top 20 in the country among AAU public universities, with 4 in the top ten. In addition, because our college undergoes public health accreditation review by CEPH, this external accrediting body reviews all of our public health programs in depth as part of academic quality assurance. This educational quality and review are consistent with the SUS BOG Strategic Plan Mission Statement, which highlights the provision of the highest quality education. In addition, the contributions of the degree to addressing workforce gaps reflects the college's dedication to addressing the needs of the state and more global society, also part of the BOG Mission Statement.

- 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.

As an accredited college of public health, we offer both master's and doctoral degrees in public health and have a broad range of disciplines and research endeavors. The undergraduate degree is a logical extension of this primary area of college emphasis, and is therefore directly linked to our master's and doctoral programs in public health. The undergraduates in the public health program will also benefit from the well-established co-curricular activities for our advanced programs, such as seminar series and research presentations. In addition, we have strong relationships across public health and the health professions both within and outside the college; therefore students benefit from knowledge and expertise of faculty who represent the entire health care delivery spectrum. Students can also take advantage of interdisciplinary learning with students in our well established and successful health science major. Finally, students will have the opportunity to take advantage of a broad range of electives afforded by the strength of the university's academic diversity.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the 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.

In 2013, PHHP made the decision to seek approval for an undergraduate degree in public

health given the exponential growth in undergraduate public health education across the country. Although an initial pre-proposal was submitted, we were asked to work with the College of Health and Human Performance (HHP) to ensure our programming was complementary. During this time of negotiation, the proposal approval forms and process were updated. Therefore you will note that we submitted a new pre-proposal to reflect those changes, and the timeline below reflects the activities leading up to and in support of the second submission. The planning process was multimodal and included initial steps to ensure we would have the support of the only other public health program in the state (at USF) and that HHP would also provide their support. Simultaneously, we ensured we created an opportunity for all faculty in our college to know about and ask questions regarding the plan to incorporate an undergraduate major in public health in our degree offerings. We also worked with the PHHP oversight body for public health curricular development and approval, the Public Health Executive Committee. Because we already had a pre-public health track and part of our college identity is public health, feedback from college personnel was uniformly supportive. We had also undergone accreditation review in February 2014; therefore faculty had recently engaged in thoughtful conversations around college public health activities. This led to a fairly straightforward planning process, particularly given we were using the pre-public health track as a foundation. Later planning involved reaching out to other colleges to seek approval to include their courses as part of specialty elective groupings and to complete final program proposal edits and internal curricular approvals.

Planning Process

Date	Participants	Planning Activity
4/3/15	PHHP Dean's Office	Proposal submitted into approval tracking system for UCC review
4/2/15	BPH faculty	Provided productivity data for proposal
3/10/15-4/1/15	Elaine Turner (Dean of Agricultural and Life Sciences); Stephanie Hanson, Chris Janelle, associate dean in HHP	Designing and finalizing specialty elective grouping involving CALS courses; brief update regarding proposal submission to Chris Janelle in HHP
3/12/15	Penny Cox, College of Education, Stephanie Hanson	Proposed disabilities elective grouping confirmed
3/9/15	Stephanie Hanson, Holly Moses	Request for final HHP specialty elective grouping
3/15	Public health chairs and health science director	Meetings to review and reach consensus on final proposed curriculum; design of new course syllabi initiated
2/9/15	Angel Kwolek-Folland to Stephanie Hanson	Notification of pre-proposal approval
12/19/14	Bernard Mair, Angel Kwolek-Folland from Stephanie Hanson	New pre-proposal submitted with limited access and other forms
10/15/14	Andrea Burne (Assistant Dean for Finance and Human Resources) and Stephanie Hanson	Budget discussion regarding new degree program
	Donna Peterson, Dean of Public Health at University of South Florida	Solicitation of support for UF program
6/3/14 - 9/14	Bernard Mair, Mike Reid (Dean of Health and Human Performance)	Letter of support from Dean of HHP received 6/3 and BPH planning group asked for permission to move to proposal stage from associate provost; informed of new forms/process and need to update pre-proposal; addressed questions

		regarding electives
9/19/14	PHHP faculty	State of College Meeting in which faculty were provided information on public health undergraduate program and planning process
5/9/14; 9/5/14; 12/12/14	Public Health Executive Committee (attended by faculty reps of all public health departments plus public health director, associate director, primary academic staff, and deans)	Overview of and update on public health undergraduate program design
4/11/14	Angel Kwolek-Folland from Stephanie Hanson	Associate provost provided with information regarding BPH for BOG 2014-1015 work plan
9/25/13 to 2/25/14	Health and Human Performance Faculty representatives and Public Health representatives; deans of HHP and PHHP	Informal discussions between colleges; meeting to discuss the Health Education and Behavior department offering a specialty elective grouping.
9/25/13	Bernard Mair to Stephanie Hanson	Associate provost requesting support letter from HHP
7/16/13 – 7/19/13	Joseph Glover, Bernard Mair, and Stephanie Hanson	Original pre-proposal submitted from PHHP executive associate dean to associate provost for undergraduate affairs and the provost to solicit permission to create proposal; PHHP informed it was under review

Events Leading to Implementation

Date	Implementation Activity
April 2015	1. Submit proposal to University Curriculum Committee for review and approval
May 2015	2. Submit proposal to University Faculty Senate for review and approval
June-Sept, 2015	3. Submit proposal to Board of Trustees for review and approval
Sept, 2015	4. Submit proposal to Board of Governors for notification and inclusion in degree inventory
Date	Preparation Process
September, 2015	1. Notify college faculty and BPH partners of approval; develop Academic Assessment Plan; inform the Council on Education for Public Health of approval and "substantive change" to college
October-November, 2015	2. Develop college application and marketing materials for web site and for community college distribution; redesign undergraduate web site to include new degree
November, 2015	3. Begin accepting applications
January, 2016	4. Draft student applicant rating form and related student selection criteria material
March, 2016	5. Organize first year schedule of classes and confirm faculty and advising assignments
March-June 2016	6. Review applications for admission and send acceptance letters
June, 2016	7. Design student handbook information and orientation materials
June, 2016	8. Finalize inaugural class

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.

As previously noted, the College and its programs are accredited by the Council on Education for Public Health. The Council on Education for Public Health, or CEPH, is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs. As a school of public health, our bachelor's program would fall under this accreditation. We received full re-accreditation this past year without any contingencies or recommendations. A site visit was held February 3-5, 2014, and we received official notice of 7-year accreditation (the maximum length of time allowed) in a letter dated September 29, 2014. During the next accreditation visit, the undergraduate public health program will be reviewed in detail relative to the accreditation standards for schools of public health offering undergraduate education.

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 outcomes align with knowledge, critical thinking, and communication categories as required as part of the ALC. The first two goals represent core content knowledge. The ALC is provided in Appendix C.

1. Demonstrate knowledge of the impact of disease and disability on the health of populations
2. Describe the core functions of public health
3. Develop and apply critical thinking skills in order to evaluate and solve public health challenges
4. Demonstrate sound communication skills orally and in writing

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

Admission Standards: At the freshmen level admission to the College of Public Health is open to any student who has been accepted by the University and has declared public health as a major. At the junior level, the program becomes limited access and students must apply and be accepted. A complete college application is required for all students (UF and transfer students). Students must have a 3.0 overall and prerequisite GPA and meet all prerequisite requirements including completion of general education, Gordon Rule, and prerequisite tracking courses.

Graduation Requirements: Students must complete 120 credit hours (freshmen through senior year), maintain a 2.0 GPA, complete all public health curricular requirements, have C grades or higher in public health core courses, and complete all UF requirements (e.g. 9 summer hours).

- 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 requires 120 credits hours. These include the following:

Program Credits	Public Health Major
Core Credits	36
College Elective Credits	06-09

Specialty Elective Credits	06-09
General Elective Credits	09
Total Credits Jr-Sr Year	60
Total Credits for the Degree	120

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program. Below is a representative example of a typical course sequence for a student selecting 6 credits of college electives and 9 credits of specialty electives.

Fall Junior Year	Spring Junior Year	Fall Senior Year	Spring Senior Year
U.S. Health Care System HSA 3111 (3CR)	Research Methods and Issues in Health Care HSC 3057 (3CR)	Applied Epidemiology PHC 4024 (3CR)	Public Health Management & Leadership PHC 4117 (3CR)
Critical Issues in Public Health PHC 3603 (3CR)	Survey of Diseases and Disabilities 2 HSC 4558 (3CR)	Environmental Health PHC 4XXX (3 CR)	Service Learning Practicum PHC 4943 (3CR)
Survey of Diseases/ Disabilities 1 HSC 3502 (3CR)	Global Public Health PHC 3440 (3CR)	Approved College Elective (3CR)	Specialty Elective (3CR)
Public Health Concepts PHC 4101 (3CR)	Approved College Elective (3CR)	Specialty Elective (3CR)	General Elective (3CR)
Intro to Biostatistics for Health Sciences and Public Health PHC 4XXX (3 CR)	Specialty Elective (3CR)	General Elective (3CR)	General Elective (3CR)

Insert response here.

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

CORE COURSES

HSC 3057 Research Methods and Issues in Health Science

Emphasis on four aspects of research: understanding research principles, evaluating journal articles, applying research findings to clinical settings and designing programmatic evaluation projects.

HSA 3111 U.S. Health Care System

Overview of organization, delivery and financing of health services in the U.S. Topics include health professionals, health care facilities, financing of health services, managed care and current health policy issues.

HSC 3502 Survey of Diseases and Disabilities 1

Overview of medical and psychosocial aspects of chronic diseases and disability.

HSC 4558 Survey of Diseases and Disabilities 2

Overview of medical and psychosocial aspects of chronic diseases, including issues of disability management. This required course, combined with HSC 3502, covers all of the major disabling conditions.

PHC 4XXX Introduction to Biostatistics for Health Science and Public Health

This course provides an introduction to some concepts and methods of biostatistical data analysis that are widely used in health sciences. The topics include analysis of variance to compare three or more population means, correlation, simple linear regression, multiple linear regression, nonparametric and distribution-free statistical methods, and some basic concepts about survival analysis.

PHC 3440 Global Public Health

The critical links between global health and social and economic development. Discusses the burden of disease and how to measure this across countries. Focuses on low and middle income countries and the health of the poor.

PHC 3603 Critical Issues in Public Health

This course provides students the opportunity to learn multiple ways to view current controversial topics in public health. The course covers current public health topics encompassing biomedical issues, social and behavioral factors related to health, and the environment.

PHC 4024 Applied Epidemiology

Principles and methods of epidemiological investigation focusing on both infectious and noninfectious diseases. Emphasis on outbreak investigations, field epidemiology and epidemiology careers.

PHC 4101 Public Health Concepts

Introduction to the basic tenets, applications and foci of public health, including integrating public health with other health professions.

PHC 4117 Public Health Management Leadership

Provides students with knowledge relevant to leading public health organizations while effectively managing and motivating employees. Includes content on organizational behavior and theories to examine management, leadership and application of skills in delivering public health programs.

PHC 4943 Service Learning Practicum 1

Course covers development of the role of a public health and human services provider in an agency setting.

COLLEGE ELECTIVES**ASL 2510 Deaf Culture (1 credit)**

The pathological and cultural aspects of deaf people in language acquisition, education and compliance with accommodation issues.

HSC 3192 Alternative Health Care

Instruction and practice in healthcare communication skills. Course provides an overview of key issues in healthcare communications and telehealth.

HSC 3661 Therapeutic Communication Skills with Patients, Families and the Health Care Team

Credits: 2; Prereq: HSA 3111, HSC 3502, HSC 4558 and health science majors only; Coreq: RCS 4415L.

Through lecture, discussion and role play in large and small groups, students learn appropriate verbal and nonverbal behavior to be used with patients, families and the health care team.

HSC 3801 Clinical Observation / Health Care Volunteer Work

Credits: 1 to 4; Prereq: health science majors only and department permission.

Opportunity to learn about a specific health care field or gain knowledge about specific patient or client populations through direct observation and/or hands-on assistance. (S-U)

CLP 3911 Introduction to Clinical Research

Credits: 1 to 3.

Hands-on, faculty-supervised research experience in an area of interest to the student. Introduces current research techniques, including the design and development of clinical research projects and data analysis. Three hours of laboratory work or other research activity (e.g., literature searches, grant preparation, recruitment of study participants, etc.) are required for each semester credit. (S-U)

SPA 4004 Language Development

Credits: 3; Prereq: communication sciences and disorders or health science major.

Study of language-based disorders of communication: language impairment in children, traumatic brain injury, aphasia and dementia.

CLP 4134 Introduction to Clinical Child/Pediatric Psychology

Credits: 3; Prereq: PSY 2012 and CLP 3144, and STA 2023 or STA 2122.

Survey and exploration of the science and practice of clinical child/ pediatric psychology, including application of clinical science to problems faced by children and their families. Course also emphasizes assessment and intervention methodologies related to child behavior and health.

CLP 4302 Introduction to Clinical Psychology

Credits: 3; Prereq: PSY 2012 and CLP 3144, and STA 2023 or STA 2122; communication sciences and disorders or health science majors or health science minor.

Survey and exploration of contemporary roles of clinical psychologists. Course also emphasizes the integration of science and practice when solving problems of individuals, families and groups.

CLP 4314 Introduction to Health Psychology

Credits: 3; Prereq: PSY 2012, CLP 3144 and three additional credits in psychology, health science or statistics; communication sciences and disorders or health science majors or health science minor.

Survey and exploration of the science and practice of clinical health psychology. Course also emphasizes application of the biopsychosocial model of health and illness to health promotion, disease prevention and the treatment and rehabilitation of existing illness and disability.

RCS 4451 Rehabilitation Aspects of Substance Abuse

Credits: 3; Prereq: HSC 3502, HSC 4558, majors/minors only, and permission of department.

Rehabilitation counseling implications of alcohol and drug use in society and the work place. Emphasis on detection, treatment and follow-up services for individuals in the rehabilitation process.

HSC 4905 Individual Study

Credits: 1 to 4; can be repeated with change in content up to 16 credits. Prereq: faculty member or program director permission.

Supervised program of study to investigate problems significant to health professions.

HSC 4910 Supervised Research Experience

Credits: 0 to 4; can be repeated with change in content up to 16 credits. Prereq: STA 2023, majors only or instructor permission.

This course provides an opportunity to explore an area of interest in health research or the delivery and/or administration of health services through first-hand, supervised research experience.

HSC 4930 Special Topics

Credits: 1 to 4; can be repeated with change in content up to 12 credits. Prereq: instructor permission.

A special topics course in health science. Please refer to the department for specific course information.

SPA 4956 Overseas Studies

Credits: 1 to 15; can be repeated with change in content up to 15 credits. Prereq: undergraduate adviser permission.

Provides a mechanism by which coursework taken as part of an approved study abroad program can be recorded on the UF transcript and counted toward graduation.

HSC 4969 Honors Seminar in the Health Professions

Credits: 1 to 3; Prereq: 3.5 GPA, majors only and department permission.

The philosophy and implementation of scientific work, including an introduction to faculty research, and provides the student with the opportunity to explore and discuss potential honors thesis topics.

HSC 4970 Public Health and Health Professions Senior Honors Thesis

Credits: 1 to 6; Prereq: HSC 4969, senior standing, majors only and a 3.75 GPA.

A special project leading to the distinction of magna or summa cum laude at graduation. The project can be any creative work that focuses on a specific topic or issue in the health professions. The student develops an outline of the special project prior to project initiation and produces a final paper at project completion. The paper must be approved by the program and dean's office for the student to graduate magna or summa cum laude.

PHC 4930 Special Topics in Public Health

Credits: 1 to 3; can be repeated with change in content up to 6 credits. Prereq: junior or senior standing.

Exploration of a general or a specific area of public health.

SPECIALTY ELECTIVES - Students can create any combination of electives that have a cohesive structure. The elective combinations below are provided as examples of course combinations already agreed to by other colleges offering the courses. Students can elect to take one of these combinations or propose their own specialty electives comprised of courses offered within or outside the college.

Community Health Promotion

HSC 3032 Foundations of Health Education

Credits: 3; Prereq: Health education and behavior majors, junior or senior standing and APK 2100C, APK 2105C, PSY 2012, STA 2023 and MAC 1105 or MAC 1140 or MAC 1147 or MAC 2311.

Theory and practice in the health education profession.

HSC 3201 Community and Environmental Health

Credits: 3; Prereq: Health education and behavior majors, junior or senior standing and HSC 3032 with a minimum grade of C.

Surveys community health organizations and contemporary health issues such as population growth, environment, poverty, medical care and disease.

HSC 4713 Planning and Evaluating Health Education Programs

Credits: 3; Prereq: Health education and behavior majors, junior or senior standing, HSC 3032 with a minimum grade of C.

Frameworks, principles and strategies for planning, implementing and evaluating health promotion interventions

Community Nutrition**HUN 2201 Fundamentals of Human Nutrition**

Credits: 3; Prereq: BSC 2007 or BSC 2005 or BSC 2010 or CHM 1025 or CHM 2045 or APK 2100C or APK 2105C or CHM 1030.

The properties, functions, requirements, interrelationships and metabolism of nutrients. (B)

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.

AND

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.

OR

ANT 3467 Food and Culture

Credits: 3.

The role of food in human culture through time and in different geographical settings. Among topics considered are the biological basis of human diet and how it differs from other primates; how food habits develop and change as a result of cultural interaction; and the ritual and religious uses of food. Diets of traditional cultures and the effects of modernization on diet and health are examined.

Environmental Science**EVS 3000 Environmental Science**

Credits: 3; CHM 2045 or CHM 2047 or CHM 2095.

Interactions of humans and their environments, Earth's resources, pollution and environmental management.

EVS 3000L Environmental Science Laboratory

Credits: 1; Coreq: EVS 3000.

Hands-on experience in data collection and analysis for environmental science and management.

SWS 4550 Soils, Water and Public Health

Credits: 3; Prereq: CHM 2045, CHM 2046 and BSC 2010, or instructor permission.

Important instances where soil and water science and public health overlap. Students develop skills required for competency in both disciplines

Food Safety

FOS 4202 Food Safety and Sanitation

Credits: 2; Prereq: MCB 2000 and MCB 2000L, or the equivalent.

Lectures, discussions, demonstrations and field trips concerning microbial, chemical and biological safety of food, principles of sanitation for the food processing, food service and retail food industries.

FOS 4222 Food Microbiology (please note seating is very limited in this course)

Credits: 3 to 4; Prereq: MCB 2000 or MCB 2010 or MCB 2013 or MCB 3020 or MCB 3023.

Sources and types of biological contamination and its control during harvesting, processing and storage of foods; food fermentation; biotechnology sanitation; HACCP methods used to examine foods for microbial content.

Plus any one of the following:

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 4222L Food Microbiology Laboratory

Credits: 2; Prereq: MCB 2000L or MCB 3020L; concurrent or previous registration in FOS 4222.

Methods to enumerate microorganisms in foods.

FOS 4731 Government Regulations and the Food Industry

Credits: 2; Prereq: FOS 3042 or FOS major or instructor permission.

Government laws regulating food wholesomeness; food handling, processing and distribution under sanitary conditions; food ingredients and labeling of food products.

International Economic Development

AEB 3103 Principles of Food and Resource Economics

Credits: 4; Prereq: MAC 2233/2311 or higher.

An introduction to the field of food and resource economics, the principles of economics as applied to agriculture, and the economic problems of the agricultural industry and the individual farmer. (S)

AEB 4282 International Humanitarian Assistance

Credits: 3.

Emergency assistance to developing countries to minimize losses and affect recovery. Includes legal/ethical bases; program designs promoting recovery, rather than dependence; cultural issues, including gender; and technical aspects.

(N and S)

AEB 4283 International Development Policy

Credits: 3; Prereq: AEB 3103 or AEB 2014 or ECO 2013 or ECO 2023.

A study of how factors such as poverty, population, technology, resources, trade and the environment affect man's effort to develop. The roles of the public and private sectors are discussed as well as the process of policy formulation and implementation. Emphasis is placed upon the agricultural sector and its role in process of economic development, especially in countries where problems of hunger, demographic pressure and poverty are pervasive. (S)

International Issues in Food and Agriculture

AEB 3103 Principles of Food and Resource Economics

Credits: 4; Prereq: MAC 2233/2311 or higher.

An introduction to the field of food and resource economics, the principles of economics as applied to agriculture, and the economic problems of the agricultural industry and the individual farmer. (S)

AEB 3671 Comparative World Agriculture

Credits: 3.

The study of the business and economic situations of the food and agriculture sector around the world. Focuses on the historical development, the current situation and the future outlook of the food and agriculture sector. (N and S)

AEB 4242 International Trade Policy in Agriculture

Credits: 3; Prereq: AEB 3103 or ECO 2023.

Explores the role of international trade policy in agriculture and examines the effects of trade policies on domestic and international prices, consumption, production, trade and government revenues. Addresses impact of current trade issues on the agricultural sector. (S)

Social Aspects of Disability

EEX 3093 Exceptional People in School and Society

Credits: 3.

Persons with disabilities and people from other diverse groups and the services they need from school and society for success. Consideration of the abilities, causes and educational implications. May not be taken in lieu of EDF 2085. (S, D)

Plus any two of the following courses:

EEX 3097 Social Perspectives on Disability

Covers issues relevant to people with disabilities, their families and others with whom they have contact through community, employment or other settings. Specifically, historical views of people with disabilities and current disability-related issues are examined. Provides a framework for understanding disabilities and disability-related issues within cultural contexts.

EEX 4280 Disabilities in Community and Employment

In-depth look at aspects of the community and work experiences for adults with disabilities and the individuals who interact with them. Effective practices that foster accepting and supportive environments that ensure successful life outcomes are discussed.

EEX 4520 Disabilities: Legal Aspects and Policies

Development and enactment of laws and policies designed to protect the rights of persons with disabilities. The Americans with Disabilities Act is examined as well as other significant legislation contributing to policies affecting this population. Students will examine disability legislation/policy on local, state, national and international levels.

RCS 4451 Rehabilitation Aspects of Substance Abuse

Rehabilitation counseling implications of alcohol and drug use in society and the work place. Emphasis on detection, treatment and follow-up services for individuals in the rehabilitation process.

Soil and Water Science

SWS 4550 Soils, Water and Public Health

Credits: 3; Prereq: CHM 2045, CHM 2046 and BSC 2010, or instructor permission.

Important instances where soil and water science and public health overlap. Students develop skills required for competency in both disciplines.

Plus any two of the following courses:

SWS 4180 Earth System Analysis

Analysis of global-scale interdependences between climate, biogeochemical cycles and humans using a systems approach.

SWS 4231C Soil, Water and Land Use

Suitabilities/limitations of soils for different uses; using soil surveys and related information to plan use/management of land; behavior of water in soils/landscapes; policies for and implications of water allocation among urban, agricultural and natural resource uses. (P)

SWS 4245 Water Resource Sustainability - offered every other spring

The quantitative effects of human impacts on hydrologic ecosystems (aquifers, watersheds, coastal zones, lakes and wetlands). Case studies illustrate detrimental effects of unsustainable resource utilization and

beneficial management strategies

SWS 4307 Ecology of Waterborne Pathogens

Survival strategies, gene regulation and metabolism of waterborne pathogens. Methods for microbe detection and control.

SWS 4720C GIS in Soil and Water Science

Basic, practical understanding of GIS concepts, technical issues and applications to soil and water science using ArcGIS geographic information system.

SWS 4800 Environmental Soil and Water Monitoring Techniques

Credits: 3. Prereq: BSC 2010 and BSC 2010L; CHM 2045 and CHM 2045L.

Introduces students to the principles, objectives and practices in environmental monitoring. Students will learn the proper techniques in planning for monitoring projects, sampling design, sample collection, basic principles of laboratory analysis and basic data analysis. Quality assurance and quality control requirements are introduced and emphasized.

Global Leadership (Please note that students can fulfill their elective requirement by completion of the first 9 credits listed below. However, by completing the 10-credit elective group, students will be awarded a global leadership certificate in addition to fulfilling the specialty electives for the major)

ALS 2410 Challenge 2050: Global Uncertainty

Explores questions in human well-being and sustainability building a foundation for addressing global challenges associated with global population. Transdisciplinary experts lead diverse and innovative discussions, complex adaptive problem solving; and the integration of economic, environmental, food, health, and social system perspectives

ALS 3415 Challenge 2050: Developing Tools for Changing the World

ALS 3940 Challenge 2050: The Experience

Engages students in trust building, accompaniment, and community development experiences within developing global contexts. The course uses immersion experience to gain an understanding for concerns relating to population fluctuation, including issues related to economics, environment, food, health, and social systems. International immersion facilitates applying sustainable practices in developing areas

ALS 4419 Challenge 2050: Creating Solutions

Credits: 1

Through this capstone experience course, students will demonstrate and apply knowledge, skills, and dispositions in assigned transdisciplinary teams. Students will complete a comprehensive proposal for a developmental initiative focused on addressing the 2050 Challenge of sustaining a global population.

Nonprofit Organizations

FYC 4408 Organizational Leadership for Nonprofits

The challenges for nonprofit leaders, incorporating leadership theories as they apply to these organizations. Equips students with the leadership skills needed to lead nonprofit organizations.

FYC 4409 Working with Nonprofit Organizations in Community Settings

Overview of nonprofit organizations, their functions and purpose, how they are organized and operate, and the basic structure of an incorporated nonprofit.

FYC 4410 Fund Raising for Community Nonprofit Organizations

Contemporary fund raising practices in the nonprofit sector applied to community organizations.

- 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.

- 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.

College level accreditation requires that all academic programs offered by our college be compliant with public health accreditation standards. Each has to demonstrate that students acquire fundamental knowledge of public health and varying degrees of public health competency based on the level and type of program. College level accreditation requires compliance with these standards, and therefore, the BPH will fall under the umbrella of CEPH standards. The College is already accredited by CEPH.

- 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

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 program will predominantly be a traditional model with delivery on the main campus. However, it is anticipated that several courses will be blended in which lecture content is placed on line and the live classroom is focused on discussion and interactive assignments. Some components of the program require intensive interaction with faculty and/or supervision (e.g., applied epi, service learning). Therefore, components of this program will likely remain at the main campus in the future. USF is the closest potential partner for distance learning. They offer an undergraduate program with large numbers of students, many of whom plan to immediately enter the workforce. Therefore, their focus is somewhat different. That said, Dr. Donna Peterson, dean of the College of Public Health at USF, has been supportive of our public health enterprise and assisted us during the accreditation process. She will be lecturing as part of our research day, which highlights one type of opportunity to share faculty expertise from other institutions. We also plan to capitalize on the expertise of diverse Health Science Center faculty members and the professional relationships we have built with faculty members from other universities and agencies to enhance students' exposure to experts in the field via guest seminars.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (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 see Table 4.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time 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 projected faculty costs are \$198,721. This is based on faculty salaries and benefits of \$192,930 from E&G sources and \$5791 from contracts and grants. Therefore, 97% of faculty support is provided by E&G.

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

- C. 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 public health enterprise has done well since its initiation. The master's program had an enrollment of 194 students in Fall, 2014. This represents positive and significant growth in the past 6-year period. (This compares to an enrollment of 129 in Fall 2008.) As previously noted, at the undergraduate level we have seen a 6-fold increase in students enrolled in the public health minor. Over the past two years, the faculty who will teach in the BPH program have taught from two to six courses per year depending upon faculty assignment. The course sizes have ranged from 5 students to 250 students. In addition to the academic growth in our college in public health, public health faculty has also contributed significantly to the research mission and our growth in funding. For example, last year our public health faculty received a total of seventeen million in external funding, representing 70% of total college awards. Most of these awards come from federal agencies, such as the National Institutes of Health and the Department of Defense. Overall the college received 87% of its funding from NIH this past fiscal year. The faculty has actively engaged in service, with current and previous roles including directors of academic programs, faculty senators, and service on college committees.

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.**

Please see attached letter from the Library Director, Dr. Russell.

- 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. Please include the signature of the Library Director in Appendix B.**

There are no additional library resources needed. Signature has been provided.

- 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 undergraduate program will benefit from Health Science Center educational resources available to the College of Public Health and Health Professions. The majority of classroom teaching is scheduled in two facilities: the HPNP Complex and the Communicore. The HPNP building is a state-of-the-art teaching facility that opened for student use in 2003. The HPNP is equipped with classrooms and teaching labs ranging in size from 20 seats to 139 seats, plus a 500-seat auditorium and a 76-seat distance-learning lab. The smaller classrooms have moveable seats and are designed for discussion groups and teaching labs. All HPNP classrooms are equipped with a broad range of audio-visual services, including a podium with an enclosed, networked PC, already attached to one or more ceiling mounted projectors. The Communicore houses classrooms ranging in size from 10 to 179 plus a 520-seat auditorium and two large rooms (165, 179 capacity) for videoconferencing. A series of 15-seat classrooms have moveable seating and are designed for use for discussion groups.

- 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 (E) below. No additional facilities are anticipated for this program. The infrastructure of the College of Public Health and Health Professions and the Health Science Center provides adequate instructional support**

- E. 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. N/A**

- F. 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 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. The Health Science Center provides staff who are capable of diagnosing and repairing common A/V problems on-site and have a cache of commonly used equipment (e.g. DVD players, microphones, video recorders, etc) available to address A/V needs not met by the equipment already in the classrooms.

- G. 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**

- H. 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. N/A**

- I. 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. We anticipate needing 5 teaching assistants in the Fall and 3 in the spring for small lab/discussion groups and general instructional support. These assistantships will be available to support students from the MPH and PhD programs. We have budgeted approximately \$36,500 in assistantships.

- J. 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, we have an established list of sites we plan to use for the capstone service learning experience. These sites primarily include not-for-profit organizations serving the health needs of the local community. Some of the organizations serve populations with specific diagnoses and others provide more general services. The sites are sufficient but the program director will be tasked with expanding the list of available sites or slots available within sites. Representative examples of currently available sites include Equal Access Clinic, Southwest Advocacy Group, Well Florida, Chld Advocacy Center, the Area Health Education Center, and HealthStreet.

APPENDIX A

**TABLE 1-A (DRAFT)
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate 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
Upper-level students who are transferring from other majors within the university**	5	3.75	9	6.75	8	6	7	5.25	6	4.5
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	21	15.75	50	37.5	59	44.25	60	45	64	48
Florida College System transfers to the upper level***	4	3	11	8.25	17	12.75	20	15	20	15
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	30	22.5	70	52.5	84	63	87	65.25	90	67.5

* 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 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate Degree Program)**

Source or 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	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
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***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* 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.
 ****For assistance with this calculation, check with UF Office of Institutional Research

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5						
	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	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	145,050	0	0	0	5,208	0	\$150,258	192,930	0	0	5,791	0	\$198,721
A & P Salaries and Benefits	28,325	0	0	0	0	0	\$28,325	42,108	0	0	0	0	\$42,108
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	32,411	0	0	0	0	0	\$32,411	36,501	0	0	0	0	\$36,501
Library	5,000	0	0	0	0	0	\$5,000	5,000	0	0	0	0	\$5,000
Expenses	56,350	0	0	0	0	0	\$56,350	65,200	0	0	0	0	\$65,200
Operating Capital Outlay	0	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	\$0
Total Costs	\$267,136	\$0	\$0	\$0	\$5,208	\$0	\$272,344	\$341,739	\$0	\$0	\$5,791	\$0	\$347,530

*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
Total Positions	0.90	1.10
Faculty (person-years)	0.5	0.66
A & P (FTE)	0	0
USPS (FTE)		

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$267,136	\$341,739
Annual Student FTE	22.5	67.5
E&G Cost per FTE	\$11,873	\$5,063

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
33010000 101 1100	267,136	267,136	\$0
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
Totals	\$267,136	\$267,136	\$0

* If not reallocating funds, please submit a zeroed Table 3
All funds were being used for the track in pre-Public Health, which will be sunsetted when the new major is in place.

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	
													PY Workload by Budget Classification
Source of Funding													
Faculty Code	PY Workload by Budget Classification												
	Year 1											Year 5	
A	Sara McKune, PhD Epidemiology	Prof	Tenure	Fall 2015	12	1.00	0.03	0.03	12	1.00	0.07	0.07	
A	Jamie Pomeranz, Ph.D. Community Health - Rehab	Assoc Prof	Accruing	Fall 2015	12	1.00	0.24	0.24	12	1.00	0.33	0.33	
A	Michael Moorhouse, PhD Community Health - Rehab	Prof	Tenure	Fall 2015	12	1.00	0.05	0.05	12	1.00	0.05	0.05	
A	Amy Blue, PhD Anthropology	Clin Prof	Tenure	Fall 2015	12	1.00	0.06	0.06	12	1.00	0.06	0.06	
A	Juliette Christie, PhD Social/Health Psychology	Prof	Tenure	Fall 2015	12	1.00	0.05	0.05	12	1.00	0.05	0.05	
A	Mary Ellen Young, PhD Counseling, Human Dev	Professor	Tenure	Fall 2015	12	1.00	0.06	0.06	12	1.00	0.06	0.06	
D	Deepthi Varma, PhD Psychiatric Social Work	Asst Scientist	Tenure	Fall 2015	12	1.00	0.03	0.03	12	1.00	0.03	0.03	
D	Valery E. Madsen Beau De Rochars, MD, MPH Health Policy/Management	Asst. Prof	Tenure	Spring 2017	12	1.00	0.02	0.02	12	1.00	0.02	0.02	
A	Richard Rheingans, PhD Ecology	Assoc. Prof	Tenured	Fall 2015	12	1.00	0.11	0.11	12	1.00	0.11	0.11	
A	Daniel Estrada, PhD Health Services Research	Clin Asst	Tenure	Spring 2017	12	1.00	0.06	0.06	12	1.00	0.60	0.06	
A	Peihua Qiu, PhD Biostatistics	Prof	Tenured	Fall 2015	12	1.00	0.08	0.08	12	1.00	0.08	0.08	
A	Nicole Marlow, PhD Health Services/ Epi	Prof	Tenure	Fall 2015	12	1.00	0.06	0.06	12	1.00	0.13	0.13	
Total Person-Years (PY)								0.85				1.05	
Overall Totals for													
											Year 1	Year 5	
											0.90	1.10	
Source of Funding													
A	Existing faculty on a regular line												
B	New faculty to be hired on a vacant line												
C	New faculty to be hired on a new line												
D	Existing faculty hired on contracts/grants												
E	New faculty to be hired on contracts/grants												
												Year 1	Year 5
												0.85	1.05
												0.00	0.00
												0.00	0.00
												0.05	0.05
												0.00	0.00

APPENDIX B

The University of Florida Library System consists of seven libraries and constitutes the largest information resource in the State of Florida. It contains more than 4,500,000 volumes, 1,200,000 documents and nearly 900,000 maps and images. The libraries also provide access to nearly 79,000 electronic journals, 1,000,000 electronic books and, 356 databases. The UF's Digital Library Center manages the well-used UF Digital Collections (ufdc.ufl.edu), currently consisting of over 9 million pages of content in multiple disciplines. All of the libraries serve the University's faculty and students; however, each has a special mission as primary support of specific colleges and degree programs. (Source: <http://www.uflib.ufl.edu/lib-intro.html>)

The Health Science Center Libraries serve as a primary information center for the staff, faculty and students within the Health Science Center (HSC). The main Health Science Center Library facility on the Gainesville Campus is a 55,000 square-foot technology-enhanced facility with free wireless access and 115 publicly available computers over all three floors. Renovations completed in 2013 increased the amount and variety of seating, added five 55" monitors and 6 additional dual monitor/multiple keyboard workstations for group work and installed some soundproofing to reservable group study rooms on the library's third (quiet study) floor. Health Science Center students can also reserve individual study rooms on the second floor of the library and use the 24/7 student study area near the HSCL. SPSS and SAS statistical software, Office productivity and Silverlight (videotaped lecture viewing) software packages were updated and MovieMaker software installed on computers in the library in 2013. The library's 27-workstation instruction lab provides additional open lab space when no library or other classes are in session. (Source: <http://library.health.ufl.edu/about-us/about-the-hsc-libraries/facts-and-figures/>)

The HSC Libraries' collection supports instruction and research for the six HSC colleges. The HSC Libraries are part of the National Network of Libraries of Medicine and provide access to such health-related databases as National Library of Medicine's PubMed and Toxnet, CINAHL, the Cochrane suite of evidence-based medicine resources and many more health, basic science, social science, business, legal, chemistry and other databases through Web of Knowledge, ProQuest, EbscoHost and FirstSearch. As of June 30, 2014, the Libraries' print collection totaled 348,682 journal volumes, with 322,414 available for immediate access and 26,268 housed in the remote storage facility. The print collection also included 143,543 unique monograph (book and video) titles. Remote library access is provided through a campus wide fiber optic backbone, proxy service and a downloadable Virtual Private Network software package. Access to documents not held in the UF library system is provided through interlibrary loan from other libraries in our network, with over 2,100 requests filled by the Health Science Center Libraries for all UF-affiliated customers during the 2014 calendar year. In the same year, the Health Science Center Library provided over 1,500 documents from our own collection to UF users. We also offer UBorrow, a system for borrowing items from other in-state libraries in the event our library doesn't own a title or our copy is temporarily unavailable. Each semester the library offers classes on searching various databases, performing systematic reviews, complying with the NIH Public Access Policy, managing data, medical terminology, 3-D printing and use of bioinformatics resources and of bibliographic software packages such as EndNote Desktop, EndNote Basic (also known as EndNote Online) and RefWorks. Some classes are taught through course-integrated instruction while others are offered for the entire UF community. (Source: <http://library.health.ufl.edu/about-us/about-the-hsc-libraries/facts-and-figures/>)

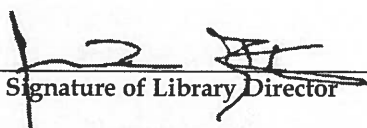
The Health Science Center Libraries have provided liaison services since 1999. One professional librarian is assigned as liaison librarian to each department or program. A single librarian

generally covers multiple departments, often in related disciplines (such as those within the public health program.) Liaisons perform many tasks for their departments, such as performing literature searches, advising on publishing and citation matters, and alerting faculty members to new resources in their disciplines. Liaisons participate in student orientations; provide classes on specific topics within courses in the College; consult on copyright, bibliographic and data management issues; and troubleshoot problems with resource access and course reserves. They advise students, staff and faculty on access, citation format and optimal resource use and occasionally help students refine their research questions into more manageable research projects.

Please include the signature of the Equal Opportunity Officer and the Library Director.

Signature of Equal Opportunity Officer

Date



Signature of Library Director

04/02/2015

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

Jodi D. Gentry for RVF
Signature of Equal Opportunity Officer

4/1/15
Date

Signature of Library Director

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

APPENDIX C: Bachelor of Public Health Academic Learning Compact

Academic Learning Compact - Public Health

Students graduating with a Bachelor of Public Health will be prepared for careers in health care systems or organizations addressing the health or more general human service needs of communities and populations. They will learn the foundational skills necessary to enter postbaccalaureate academic programs in public health or complementary fields and succeed in the dynamic public health workforce.

Before Graduating You Must

- Earn minimum grades of C in all public health core courses.
- Pass a BPH capstone exam and service learning experience.
- Complete requirements for the baccalaureate degree, as determined by the faculty and the university.

Skills You Will Acquire in the Major (SLOs)

1. Demonstrate knowledge of how disease and disability can impact the health of populations.
2. Describe the core functions of public health.
3. Develop and apply critical thinking skills to evaluate and solve public health challenges.
4. Demonstrate sound communication skills orally and in writing.

Courses	Content		Critical Thinking	Communication
	SLO 1	SLO 2	SLO 3	SLO 4
HSA 3111	X - I	X - I		
HSC 3057			X - I, R	X - I, R
HSC 3502	X - I, R			
HSC 4558	X - I, R			
PHC 3440	X - I	X - I	X - I, R	
PHC 3603	X - I		X - I, R	X - I, R

PHC 3XXX		X - I	X - I,R	
PHC 4024	X - I	X - I, R	X - I,R	
PHC 4101	X - I	X - I,R	X - I	X - I,R
PHC 4XXX		X - I	X - I, R	X - I, R
PHC 4117		X - I	X - I	X - R
PHC 4943	X - I		X - I	X - I,R

Public Health

The Bachelor of Public Health (BPH) program is designed to prepare students for advanced education in public health or related fields. It also provides students with foundational public health skills to succeed in the dynamic public health workforce.

About This Major

- **College:** Public Health and Health Professions
- **Degree:** Bachelor of Public Health
- **Credits for Degree:** 120
- **Specializations:** None
- **Minor:** Yes
- **Combined-Degree Program:** Yes
- **Academic Learning Compact:** Public Health
- **Website:** TBA

Overview

A primary goal of the public health bachelor's degree program is to prepare students for advanced (master's) training in the health professions and in public health specifically, considered the entry level degree for the field. Students interested in a specific area of public health have the opportunity to organize some of their electives around a cohesive public health topic. In addition, interested students have the opportunity to explore a combined-degree program in public health.

Upon successful completion of the public health program, students receive the Bachelor of Public Health degree. While the majority of students pursue graduate or professional training in public health or a related field, some students seek employment in not-for-profit and for-profit agencies, or related community health organizations after completing the B.P.H.

[Back to Top](#)

Course Sequence

The public health program is designed primarily for students who want to pursue advanced degree work in public health or a related field. It is also appropriate for those who want to acquire foundational public health knowledge before continuing on to graduate or professional school or who will work in a health-care setting after graduation. To be on track for the junior year, students must meet the critical tracking criteria listed below, beginning with the first fall or spring term. To be *considered* for admission at the junior level, students must:

- Complete the following prerequisites: General college biology BSC2005 or 2010; STA 2023; 6 credits of social and behavioral sciences, including PSY2012 as the state core; ENC1101 and ENC1102; Advanced Professional Writing (ENC 2210 or 3451)

- 3.0 overall GPA and 3.0 prerequisite GPA
- AA degree or 60 transferable college level credits
- Completion of all General Education and Gordon Rule requirements
- Apply formally to the college by February 1. The college application packet is available online. Transfer students must apply separately to UF and to the college so they must submit two different applications.

Off-track UF freshmen and sophomores must speak with a college adviser before registering for the next semester and prior to applying for junior-year admission consideration.

The program accepts AP or IB credit for one prerequisite course. All other prerequisite courses must be completed with minimum grades of C at the university level. Students should consult a college adviser if they need assistance or have questions about a specific course schedule.

Students must apply by February 1 for Summer B and fall admission. All prerequisites must be completed by the end of Summer

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

- Complete ENC 1101 or ENC 1102 with a minimum grade of C
- Complete 9 credits of general education courses, including ENC 1101 or higher, with minimum grades of C
- 2.3 cumulative GPA on work from all institutions

Semester 2

- Complete STA 2023 with a minimum grade of C
- Complete PSY 2012 with a minimum grade of C
- Complete 9 additional credits of general education courses for a total of 18, including the university writing requirement
- 2.7 cumulative GPA on work from all institutions

Semester 3

- Complete BSC 2005 or BSC 2010 with minimum grade of C

- Complete Social and Behavioral Sciences (GE-S) with a minimum grade of C
- Complete STA 2023 with minimum grades of C
- Complete 9 additional credits of general education courses for a total of 27
- 3.0 GPA required for all critical-tracking courses, based on all attempts
- 3.0 cumulative GPA on work from all institutions

Semester 4

- Complete all general education courses, including HUM 2305, GE-B/P, GE-S, and all state core courses
- Complete the university writing requirement, which must include ENC 3451 Writing for the Health Professions or a substitution approved by a PPHP adviser
- Complete the university math requirement
- Complete Physical or Biological Science (GE-P or B) with a minimum grade of C
- Complete 60 cumulative credits
- 3.0 critical tracking GPA and minimum grades of C on all critical-tracking courses, based on all attempts
- 3.0 cumulative GPA on work from all institutions

[Back to Top](#)

Recommended Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold.

Semester 1	Credits
ENC 1101 Expository and Argumentative Writing (GE-C, WR) or ENC 1102 Argument and Persuasion (GE-C, WR) (State Core)	3
HUM 2305 What is the Good Life (GE-H) or Humanities (GE-H and N or D) (State Core)	3
Elective	3
Mathematics (GE-M)	3
UF Core (GE-B/P)	3
Total	15

Semester 2	Credits
STA 2023 Introduction to Statistics 1 (GE-M) (State Core)	3
ENC 1102 Argument and Persuasion or Elective (GE-C, WR)	3
HSC 2000 Introduction to Health Professions or Elective	3
HUM 2305 What is the Good Life (GE-H) or Humanities (GE-H and N or D) (State Core)	3
PSY 2012 General Psychology (GE-S) (State Core)	3
Total	15
Semester 3	Credits
Humanities (GE-H and D or N) or Social and Behavioral Science (S) or Physical or Biological Science (GE-P or B)	3
BSC 2005 Biological Sciences: Cells, Organisms and Genetics or BSC 2010 Integrated Principles of Biology 1 (GE-B) (State Core)	3
Social and Behavioral Sciences (GE-S)	3
Elective (GE-C, WR)	3
Elective	3
Total	15
Semester 4	Credits
ENC 3451 Writing for the Health Professions (WR)	3
Humanities (GE-H and D or N) or Social and Behavioral Science (S) or Physical or Biological Science (GE-P or B)	3
Electives (complete the university writing requirement)	6
UF Core (GE-S)	3

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

Critical-Tracking Criteria Semesters 5-8

- Students must enroll in all semesters and take all core courses in the term/order indicated, with the exception of Introduction to Statistics 2, which must be completed by the end of spring term of the junior year.
- Minimum grades of C are required in all health science core courses, which appear in bold.

Semester 5	Credits
HSA 3111 U.S. Health Care System	3
HSC 3502 Survey of Diseases and Disabilities 1	3
PHC 4101 Public Health Concepts	3
PHC 3603 Critical Issues in Public Health	3
PHC 4XXX Introduction to Biostatistics for Health Science and Public Health	3
Total	15
Semester 6	Credits
HSC 3057 Research Methods and Issues in Health Science	3
HSC 4558 Survey of Diseases and Disabilities 2	3
PHC 3440 Global Public Health	3
Approved college elective	3
Specialty elective	3
Total	15
Semester 7	Credits

PHC 4024 Applied Epidemiology	3
PHC4XXX Environmental Concepts in Public Health	3
Approved college elective	3
Specialty elective	3
General elective, 3000/4000 level	3
Total	15
Semester 8	Credits
PHC 4117 Public Health Management & Leadership	3
PHC 4943 Service Learning Practicum	3
Specialty elective	3
General electives, 3000/4000 level	6
Total	15

[Back to Top](#)

College of Health & Human Performance
Office of the Dean

200 Florida Gym
PO Box 118200
Gainesville, FL 32611-8200
352-392-0578
352-392-3186 Fax

May 15, 2014

Dr. Michael G. Perri
Dean and Robert G. Frank Professor of Clinical and Health Psychology¹
College of Public Health & Health Professions
Dean's Office
PO Box 100185
Gainesville, FL 32610

Dear Mike:

On behalf of the College of Health & Human Performance (HHP), and following extensive consultation with HHP faculty, I would be pleased to support a formal proposal by the College of Public Health & Health Professions' (PHHP) to establish an undergraduate public health major. PHHP is well-positioned to offer a high quality undergraduate degree in public health. We understand that the public health major will replace the existing pre-public health track and that an inaugural class will be selected for junior limited access admission, pending final UF approval.

As part of the proposed program, it is our understanding that students will have the opportunity to use their elective hours to create a specialty area of 6-9 credits. PHHP has expressed interest in our college offering one or more specialty areas as part of the new major. A subcommittee of our faculty has worked with PHHP representatives to create a specialty area in Community Health Promotion, and we look forward to continued collaboration with PHHP to integrate this area in the curriculum. There is collective agreement between the colleges that the specialty area in Community Health Promotion will provide compelling complementary coursework to the curriculum in the new major. We understand that PHHP will have sole college oversight of the public health program, and that HHP will have sole oversight of the Community Health Promotion specialty area.

Please note that this letter of support is offered under the auspices of the attached preproposal. We are particularly sensitive to the limited access stipulations documented therein. While we realize aspects of the formal proposal may deviate from the preproposal, we request that the limited access numbers indicated in the preproposal are not exceeded, in number or duration. As with any curricular initiative, we would appreciate further consultation as the formal proposal is developed.

We appreciate the opportunity for comment, we look forward to being involved with the new major, and we wish you the best as you move forward with the proposal.

Sincerely,



Michael B. Reid, PhD
Dean & Professor

The Foundation for The Gator Nation

An Equal Opportunity Institution



September 22, 2014

Dr. Michael G. Perri
Dean
College of Public Health and Health Professions
1225 Center Drive, Suite 4101
Gainesville, FL 32610

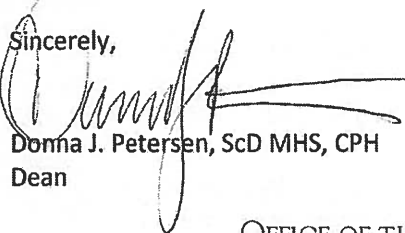
Dear Dr. Perri:

I am pleased to offer this letter of support for your proposal to establish a Bachelor of Public Health degree in the College of Public Health and Health Professions at the University of Florida. As you aware, the growth in undergraduate public health education has been surprisingly rapid, occurring primarily in universities and colleges without existing public health programs or academic health centers. The interest in undergraduate public health among students is important as it signals both a renewed desire on the part of young people to give something back and reflects the changing job market in the health arena. While some of our fellow schools have had undergraduate programs for many years, most of us have maintained our focus at the graduate level. At the University of South Florida, we currently offer the only accredited public health baccalaureate program in the State University System. As an accredited school of public health already, CEPH affirms the quality of your educational programs and your commitment to your students' educational development. As such, we believe you are well positioned to offer a high quality undergraduate degree program in public health.

In addition to my position as Dean of the College of Public Health at USF, I have served as chair of the Education Committee of the Association of Schools and Programs of Public Health and as chair of the *Framing the Future Task Force*, convened by ASPPH. In these roles I have directly engaged in national discussions regarding the future of public health. Undergraduate education is clearly a growth area that creates graduate education and work force pipelines to address critical work force development gaps. At USF, our undergraduate programs have experienced rapid growth, consistent with the national trends in public health education. Our rapid expansion demonstrates the growing demand for undergraduate public health education in the State University System of Florida. The changing national landscape and the public health challenges our state faces both support your interest in scaling up your existing pre-public health track to the level of a degree program.

I fully support your proposal to establish an undergraduate public health degree program in the College of Public Health and Health Professions at the University of Florida. I am confident that employment opportunities and/or advanced education will be available to your graduates. I wish you success with your application and look forward to continuing our collective work to educate our students and address the broad public health challenges of our state.

Sincerely,


Donna J. Petersen, ScD MHS, CPH
Dean

OFFICE OF THE DEAN • COLLEGE OF PUBLIC HEALTH
University of South Florida • 13201 Bruce B. Downs Boulevard, MDC 56 • Tampa, FL 33612-3805
(813) 974-6603 • FAX (813) 974-6616 • SunCom 574-6603 • www.publichealth.usf.edu

Approved by
Faculty Senate on
9/24/15

**Board of Governors, State University System of Florida
Request to Offer a New Degree Program**


(Please do not revise this proposal format without prior approval from Board staff)

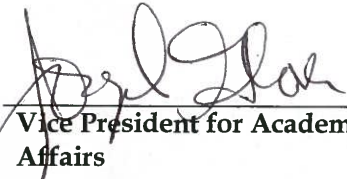
University of Florida	Fall 2016
University Submitting Proposal	Proposed Implementation Term
Liberal Arts and Sciences	Languages, Literatures and Cultures
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Foreign Languages & Literatures	B.A. in Foreign Languages & Literatures
Academic Specialty or Field	Complete Name of Degree

16.0101

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		10/13/15
	President	Date

Signature of Chair, Board of Trustees	Date		10/7/15
		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	290	217.5
Year 2	390	292.5
Year 3	327	245.3
Year 4	367	276.8
Year 5	390	292.5

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
9945	2162942	0	0	2162942
5952	1741074			1741074

*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.

- (a) The proposed program is a Bachelor of Arts degree in Foreign Languages and Literatures.
- (b) The program will offer specializations focusing on oral and written language skills, literature, and culture in the following areas: African Languages (Akan, Swahili, Wolof, Xhosa, Yoruba, Zulu), Arabic, Chinese, French and Francophone, German, Hebrew, Italian, Japanese, and Russian. It also offers a dual specialization in any two of the preceding language areas, with the addition of Polish, Haitian Creole, and Vietnamese. Students will be able to obtain field concentrations in Comparative Cultural Studies, Film and Visual Culture, Literary Studies, and Medieval and Early Modern Studies. The program will replace 4 existing Bachelor's programs which will be closed once the new degree is in place.
- (c) The total number of credit hours is 120. The curriculum includes 16-20 credits of preparatory language study in the lower division and 33 hours of language, literature, and culture study in the upper division.
- (d) The purpose of the degree is to provide students with a comprehensive knowledge of a specific area of language and culture as well as a familiarity with the culture of other language or area traditions. Moreover, through cross-disciplinary exposure, the program will enhance students' critical thinking and communication skills. With this cross-cultural understanding of their contemporary world, students will be fully prepared for advanced graduate study in an area of foreign language and culture. Their skills and knowledge will also prepare them for careers in education (e.g. teacher, study abroad coordinator), government (e.g. State Department, immigration and customs, foreign intelligence, international development), diplomacy and international politics (e.g. embassy/consulate work, Aid work, United Nations, international security, interpreting and translating), law (e.g. international law, court interpreter), global business and industry (e.g. import/export, international banking and finance, marketing, public relations), communications (interpreter, translator, journalist), social sciences (e.g. anthropologist, archaeologist, professional researcher, archivist), arts and culture (e.g. film industry, critic/reviewer, travel journalist), and publishing (e.g. editor, marketer, researcher).

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

April 12, 2013. No concerns were raised.

- C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

N/A

- D. 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 link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The B.A. in Foreign Languages and Literatures will provide preeminent undergraduate education while preparing students for professional education, business, industry, research, and public service of the highest quality. The faculty members poised to participate in this program are leaders in their respective fields and pioneers in interdisciplinary studies and distance education. As such, the proposed degree meets the SUS strategic Goal 3.

This program meets Goal 1. In terms of "access to and production of degrees" the B.A. in Foreign Languages and Literatures offers, in addition to the existing specializations in East Asian (Chinese and Japanese), French and Francophone, German, and Russian, new specializations (to major level) in African Languages, Italian, as well as structured study (to level of minor) in Haitian Creole, Polish, and Vietnamese. The B.A. will also offer greater visibility and more straightforward access to major specializations in both Arabic and Hebrew (until now only available through an IDS major in Middle Eastern Languages and Cultures), by integrating them into the B.A. The major also offers a new dual specialization track designed to allow students to develop proficiency in two languages as well as cultural knowledge appropriate to their chosen language areas. The structure of the B.A. also reflects the importance of comparative cultural knowledge offering students a new, attractive option of a cross-cultural field concentration in Comparative Cultural Studies, Film and Visual Culture, Literary Studies, or Medieval and Early Modern Studies.

This program meets Goal 4. Students enrolled in the B.A in Foreign Languages and Literatures will develop the cross-cultural knowledge, the linguistic skills, and the critical aptitudes that will allow them to make "significant contributions within an increasingly global community" referenced in UF's mission statement. Specifically, the program meets the "unique institutional responsibilities" of UF by providing students with the multilingualism, the diverse cultural knowledge, the research and writing skills, and the critical and expressive clarity that will prepare them to engage decisively with the social, political, and cultural realities of the 21st century as we transition into a more global environment in all areas of life, business, industry, trade, and educational systems. As a result, our students will be able to meet Florida's professional and workforce needs and assist the state in becoming more competitive in the national and global economy (Goal 2).

- E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
 - Education
 - Health
 - Gap Analysis
2. Economic Development:
 - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

This B.A. in Foreign Languages and Literatures, General CIP 16.0101 will directly address two identified categories of Strategic Emphasis, namely Global Competitiveness and Education.

The B.A. in Foreign Languages and Literatures will allow students to move freely and decisively through the world. At home and abroad they will make superb researchers, educators, statesmen, entrepreneurs, and contributors to the cultural, economic, business, political, and artistic landscapes they inhabit. Equipped with a breadth of knowledge and the ability to express it in a variety of languages, our graduates will be much desired not only as language teachers but also as educators in areas where second language skills are essential to effective communication with the community and the students. Their language competence and cultural acuity will also open doors to industry and to governmental organizations and non-governmental organizations that would normally not be accessible to monolinguals with restricted cultural knowledge. Moreover, their language and cultural skills will be indispensable to state and national security interests. Their cultural and language skills will allow them to function successfully and advance quickly through the ranks in the fields of diplomacy, foreign policy and intelligence gathering and analysis. Our students will also be prepared to function effectively and successfully in a global business community. A culturally grounded understanding of international business practices is an essential part of mobility and success in a global economy. Our students will gain this knowledge through classroom instruction, study abroad and real time encounters with members of cultures and economies beyond the US.

- F. 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 at the main campus of the University of Florida, but students will also have the opportunity to study abroad in the countries relevant to their specialization. Study abroad sites include but are not limited to: China, France, Germany, Israel, Italy, Japan, Poland, Russia, Switzerland, Tanzania.

The B.A. program could also constitute a valuable part of the UF Online initiative.

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.

In May 2013, U.S. Department of Education Secretary Anne Duncan stated “to prosper economically and to improve relations with other countries, Americans need to read, speak and understand other languages.” See <http://www.ed.gov/blog/2013/05/celebrating-the-national-language-teacher-of-the-year-and-foreign-language-partnerships/>. Members of the security community, the medical fields and the high-tech industry echo this on an almost daily basis. A 2013 CNN article highlights the growing professional demand for university graduates with fluency in a second language, stating that “The Army, NYPD and State Department can’t get enough workers with this job skill. Neither can Fortune 500 companies, hospitals, local courts and schools” (See: <http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/>). The article supports its claim with data from the United States Department of Labor whose Bureau of Labor Statistics places interpreting and translation in the top five professions with the greatest projected growth rate between 2012 and 2022, indicating specifically a 46% increase in demand (See: <http://www.bls.gov/ooh/fastest-growing.htm>). The CNN article explains that while government jobs tend to privilege knowledge of Middle Eastern languages, the private sector prefers familiarity with Asian Languages. The article also references specific employers (Apple, Amazon) seeking individuals with second language skills and goes on to state that “In the last week alone, roughly 12,000 jobs posted on Indeed.com included the word ‘bilingual’.” Addressing the business world, Careerbuilder.com cites an international survey carried out by Korn/Ferry, a premier executive search firm based in Los Angeles, to support the claim that the need for bilingual executives will grow steadily over the coming years (<http://www.careerbuilder.com/article/cb-2640-job-info-trends-fields-in-need-of-second-language-skills/>). Moreover, in addition to the more conventional career paths for foreign language graduates such as education, the website lists the following “surprising careers fields”: Marketing, Hospitality, Law enforcement, Airlines, Gaming, Health care.

In recognition of the urgent national need for students educated in language and culture, the NSEP (National Security Education Program) and the American Councils for International Education have already begun to invest in our African Languages offerings through the AFLI (African Flagship Languages Initiative) Boren scholarships. For details see: https://www.borenawards.org/boren_scholarship/african_languages.html

Foreign governments have also recognized the need for such an education. The globally competitive JET program (Japan Exchange and Teaching Programme) sponsored by the

government of Japan “aims to promote grass roots internationalization” by employing non-Japanese teachers “to assist in international exchange and foreign language education in local governments, boards of education and elementary, junior and senior high schools throughout Japan.” See: <http://www.us.emb-japan.go.jp/JET/>. Thousands of university graduates from around the world including students from UF have participated in the program and acquired, in the process, a solid grounding in language and culture pedagogy.

It is worth stating that LLC has already been approached by the recruitment offices of two major employers in the state and have also been contacted by recruiters for US Customs and Border Protection seeking students with proficiencies in Arabic, Russian, and Amharic.

Until this year, LLC tracking of post-graduation employment has been mostly anecdotal. Such anecdotal evidence showed that our graduates work as translators in state courts and hospital, as teachers throughout the state, as lobbyists for airports within Florida and as entrepreneurs in the high tech industry. This year, we have initiated a working group on student career placement and tracking. We are designing an exit survey that will be given to all students in all LLC courses starting in fall 2014. We will therefore be able to track summer employment as well as post-graduation. Already we have partnered with the UF Career Resource Center to focus on industries that provide employment career opportunities for students with the core competencies nurtured by our programs.

The following resources reiterate the value of an education that encompasses language study:

- Chicago Tribune, “Bilingual Jobs: Foreign-Language Careers on the Rise”:
http://articles.chicagotribune.com/2012-11-26/classified/chi-bilingual-jobs-20121126_1_foreign-language-foreign-language-fastest-growing-language Financial Times, “Multilinguals make better leaders”: <http://www.alliance-exchange.org/policy-monitor/03/19/2013/financial-times-multilinguals-make-better-leaders>
- The British Academy: Languages: the State of the Nation. The report, prepared by Teresa Tinsley, outlines the baseline data on foreign language use and deficits in England, Northern Ireland, Scotland and Wales:
http://www.britac.ac.uk/policy/State_of_the_Nation_2013.cfm
- HOPE Student Uses Slavic Language Mastery to Help Holocaust Survivors:
<http://law.miami.edu/news/2013/august/2605.php>

Attached as Appendix C are two letters of support for the proposed B.A. in Foreign Languages and Literatures. A summary of these letters appears here.

LETTER 1: Sam Tarantino III, founder and CEO of the Gainesville based Escape Media Group which owns and operates the global audio streaming service Grooveshark, declares his support for a degree program that, he writes, will equip students with an “understanding of ‘the big picture’ and an ability to think critically, to analogize, synthesize, contextualize and interpret in an increasingly globalized economy.” He stresses the importance his own study of Italian and his participation in the UF Study Abroad Program in Rome and directly credits the “cultural acuity”

he gained from his study of Italian with his subsequent ability to “close a deal” with a major Italian telecommunications firm. Speaking as an employer, he also underlines the scarcity of young employees “who possess the skills the LLC program teaches.”

LETTER 2: Robert Thoburn, UF Adjunct Associate Professor of Medicine and recipient of the Paulding Phelps Award from the American College of Rheumatology, stresses the strengths of the proposed B.A. in Foreign Languages and Literatures by underscoring the critical thinking skills students will acquire and the ability “to discern meaning and patterns in seemingly disparate elements [...] and to project and predict future patterns.” He insists that these skills are essential not only to cultural studies but also to the sciences “where observation is but a first step.” He also highlights the centrality of communication skills to the program writing that students will learn to “express eloquently what they have learned or discovered and to disseminate that knowledge more effectively.” He supports his claims with reference to his own recent participation in UF Italian courses stating that this experience has changed the way he pursues his own research in the cellular mechanisms in vasculitis by allowing him to viewing cellular activity “in terms of its narrative content.” Finally, Professor Thoburn states that, when seeking young scholars and assistants for his own academic research, he would privilege those possessing the skills offered by the LLC major.

- 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.**

Currently the Department of Languages, Literatures and Cultures offers four majors (East Asian: Chinese/Japanese, French and Francophone Studies, German, Russian), seven minors (Arabic; East Asian: Chinese/Japanese; French and Francophone, German, Hebrew, Italian, Russian) and an IDS major with concentrations in Middle Eastern Languages and Cultures. Together the four majors (East Asian; French; German; Russian) account for a 158 student average over the past five years. As these four majors are replaced with the new major, we expect these averages to transfer over to the B.A in Foreign Languages and Literatures.

In addition, the B.A. will offer new major level specializations in African Languages and in Italian, new sub-specializations in Haitian Creole, Polish, and Vietnamese, as well as more visible and easily accessed majors in Arabic and Hebrew (both currently available as IDS majors), and, finally, the option of a dual language track. These new options will allow us to increase our student averages beyond the 158 baseline. With respect to these new language area options, we expect to draw initially on students already committed to a minor or already enrolled in language level courses. For example, spontaneous feedback from former and current Italian minors has indicated that a solid percentage of these students would have been interested or would currently be interested in completing an Italian major. In addition, faculty in the Arabic program have pointed to a disparity between high level of student interest in an Arabic major and actual enrollment, stating that the structure of the IDS major creates difficulties for a language

area major dependent on preparatory language courses. The interest in Arabic referenced by our faculty seems to be supported by a recent increase from 14 to 22 students who have declared a minor in Arabic.

The integrated structure of the proposed major will also prove attractive to students interested in a comparative or intercultural approach to language area studies. Indeed, the major offers students the opportunity to select intercultural concentrations in Comparative Cultural Studies, Film and Visual Culture, Literary Studies, and Medieval and Early Modern Studies. In addition, the dual language track will provide students with the opportunity to develop proficiency in two languages as well as cultural knowledge appropriate to their chosen language areas. We expect that these intercultural elements will not only draw students to the new area offerings (African Languages, Italian etc.) but also increase enrollments in the existing majors (French, German, East Asian etc.) as spontaneous feedback from current students reflects a distinct interest in a comparative model.

Finally, the proposed B.A. in Foreign Languages and Literatures encapsulates the central principles and goals laid out in the University of Florida’s current SACS Quality Enhancement Plan focused on internationalization. Defining the project of internationalization in terms of a “conscious integration of intercultural and global competencies” into undergraduate student learning (<http://qep.aa.ufl.edu/Data/Sites/23/media/qep/1-21-14-final-qep-with-cover-for-the-web-rev2.pdf>), the Internationalization Task Force formulated three SLOs revolving around the identification, analysis, and interpretation of global and intercultural issues (SLO1 and SLO2) as well as effective communication with members of other cultures (SLO3) (for full SLOs see: <http://qep.aa.ufl.edu/slo>).

- 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 C, provide data that support the need for an additional program.

Most SUS institutions offer majors on the discrete language model, with considerable duplication of languages as detailed here:

INSTITUTION	DEPARTMENT	BA
FSU	Modern Languages & Linguistics	Chinese; French; German; Italian; Japanese; Russian; Spanish
USF	World Languages	French; German; Italian; Russian; Spanish; Classics; Applied Linguistics

FAU	Languages, Linguistics & Comparative Literature	French Studies; German Studies; Italian Studies; Spanish Studies; Linguistics
UCF	Modern Languages & Literatures	French; Spanish; Modern Language Combination
FIU	Modern Languages	French; Portuguese; Spanish
UNF	Languages, Literatures & Cultures	French; Spanish
FAMU	Foreign Languages	French; Spanish
UWF	English & World Languages	no foreign language BAs
FGCU	Language & Literature	no foreign language BAs

As is clear from the table, FSU's Department of Modern Languages and Linguistics comes closest to UF's Department of Languages, Literatures, and Cultures in terms of breadth and diversity of degree offerings. Moreover, some of the above named institutions offer, in addition to the majors listed in the table, language courses in Arabic, Hebrew, Chinese, and Japanese. For example, FSU offers a minor in Hebrew and language courses in Arabic as well as an interdisciplinary BA in Middle Eastern Studies through the Middle East Center. Similarly, USF offers language courses in Arabic, Chinese, and Japanese while UCF offers a minor in Italian as well as courses in Arabic, Chinese, German, Russian, and Japanese. Accordingly, while the offerings at UCF, USF, and FSU might look similar to the BA being proposed here, neither institution approaches the breadth and the linguistic and cultural depth of the proposed UF major in Foreign Languages and Literatures. We would not only be offering rigorous linguistic and cultural training in the traditionally conventional language areas (Chinese, French, German, Italian, Japanese, Russian) but would also provide students with the opportunity for advanced study in Arabic language, Hebrew, and African languages as well as the aforementioned sub-specializations in Haitian Creole and Vietnamese. Equally distinctive is the fact that the proposed UF BA would constitute a highly intercultural model that would allow students to develop cross-cultural expertise in a range of cultural, literary and/or cinematic concentrations.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-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 students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

As indicated in Table 1 of Appendix A, we anticipate a student headcount of 290 (217.5 FTE) for the first year of our new program. Our projected headcount of 290 was calculated by taking the current number of students in the four separate majors offered by LLC and adding the number of anticipated new majors. This projection is commensurate with the current enrollment in LLC component programs. In AY 2012-2013 there were approximately 150 declared majors in the four programs housed in LLC. There were an additional 250 students minoring in the various programs also housed in LLC. We have been realistic in our estimates of how many students will enroll in the new program and anticipate a headcount of 390 (FTE 292.5) by year 5. We are confident that with the new configuration the major will become more popular because it is more accessible in as much as it allows students to explore a variety of languages and cultures without compromising their ability to complete a major. Moreover, the program would allow our faculty to institute a unified recruitment drive that would increase enrollments.

As the new program will replace LLC's existing ones, which will eventually be closed out, we do not anticipate any undue or negative impact on other UF majors.

- 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 Appendix B to indicate that the analysis required by this subsection has been completed.**

It should be noted at the outset that the proposed BA does not duplicate any programs at FAMU or FIU.

The proposed B.A. in Foreign Languages and Literatures exemplifies an attention to questions of diversity offering, for example, specializations in East Asian Studies, African Studies, Haitian Creole, Arabic, and Hebrew as well as other languages and cultures. Our class enrollments already encompass students of diverse ethnic backgrounds. In addition, the study of languages and literatures consistently attracts a remarkably high number of female students. Our commitment to diversity is equally evident in the demographic distribution of our faculty. Out of a total of 51 faculty: 31 are women; 8 are Black/sub-Saharan African; 8 are SE Asian; 5 are Middle Eastern [3 Arabic and 2 Israeli/Jewish]; 32 are white including European Mediterranean, Jewish, and Celtic.

Despite what we feel is our already strong record on diversity, we will continue to work to strengthen our commitment to racial and gender diversity in our classrooms. Part of this work will involve a reconfiguration of our undergraduate coordination practices. Currently the department has five undergraduate coordinators. Once the new program is in place, there will be one undergraduate coordinator and an undergraduate committee. The undergraduate committee

has already been entrenched in the department bylaws in anticipation of the new program. That committee will consist of a representative from each language track. In addition to the daily tasks of managing enrollments, advising and scheduling, the undergraduate committee will engage in outreach activities, coordinating with high schools, both local and throughout the state, especially those with particularly diverse student populations. These efforts will include coordinating mini-modules that introduce students to the program and make high school guidance counselors aware of the program.

At UF, the same committee will host outreach events such as information sessions and activity days, coordinating with a variety of student body organizations representing UF's diverse student populations. Moreover, faculty members in LLC are actively engaged in programs such as UF's Minority Mentor Program, in recognition of the great importance of maintaining and promoting diversity. This type of service is and will continue to be actively encouraged and is recognized in the Department Merit Pay guidelines.

LLC continues to be particularly conscious of the need to serve a variety of student populations. New course development is, therefore, an integral part of our teaching mission. The different language programs have already begun to develop classes that will accommodate and serve diverse populations. The Italian program, for example, is working on an Italian for Spanish speakers course designed to serve predominantly Hispanic students with existing second language skills. Consideration is concomitantly being given to developing French courses for Spanish Speakers. Faculty members in Hebrew and Arabic are in the early stages of developing and offering a course that combines and introduction to Arabic with an introduction to Hebrew.

These courses in development are but a fragment of a proposed program constructed around the very principle of intercultural understanding and communication. In effect, the BA in Foreign Languages and Literatures offers not only advanced linguistic and cultural knowledge of a particular language area but also the opportunity to place this knowledge in dialogue with other cultures by means of a critical concentration in Comparative Cultural Studies, Film and Visual Culture, Literary Studies, or Medieval and Early Modern Studies

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.)**

The data in Tables 2 and 3 of Appendix A are taken from 2013–14 department budget approved by the College Dean. As indicated on Table 3 of Appendix A, the total year 1 cost of \$2,162,942

will be re-allocated from LLC's current operating total of \$4,119,831. The year 1 total of \$2,162,942 reflects current faculty salaries as well as funds used for Other Personnel (OPS) and USPS salaries and benefits. Faculty salary cost for the new program as a percentage of the total 9 month salary (.75 FTE) was calculated as a reflection of % efforts ranging across our 51 faculty members from 25% (research co-hire faculty members with teaching commitments to other UF departments), through 55% (research faculty who teach exclusively for LLC), to 95% (lecturers teaching full time for LLC with service or study abroad assignments). Moreover, our budget anticipates a reduction in costs by year 5 [from \$2,162, 942 to \$1,741,074]. In terms of E&G cost per student FTE, this reduction is as follows: year 1 \$9,945 in year 1 to \$5,952 in year 5.

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

The program will not be offered through continuing education on a cost-recovery basis. It will be regular state-funded UF degree program.

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs 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).**

Funds for the new program will be drawn from LLC's current operating budget. There will be no negative impact on existing LLC majors in East Asian: Chinese/Japanese, French and Francophone, German, and Russian as these students can be absorbed into the new program. Moreover, it is worth underlining the fact that with the new BA in Foreign Languages and Literatures, LLC will offer not only the same major specializations as are currently available (Chinese, Japanese, French, German, and Russian) but also additional major level specializations in new language areas (African Languages, Arabic, Hebrew, and Italian). The new BA will also provide students with the opportunity to develop cross-area concentrations in Comparative Cultural Studies, Film and Visual Culture, Literary Studies, or Medieval and Early Modern Studies. The intended goal of this opportunity is both to increase our language/culture areas majors and to strengthen students' intercultural competency.

It is our intention to close our existing majors when the new program is approved and in place.

- D. 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 do not anticipate any impact on other existing programs, except the existing majors currently housed in LLC, namely East Asian: Chinese/Japanese; French and Francophone; German; Russian. Once, again, each of these degrees will be closed out in the event that the new degree is approved and students can be smoothly absorbed into the new major.

- E. 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 Chair and faculty members of LLC continue to review and explore grant funding available for many of the elements of this program. Specifically LLC has worked with several Title VI Centers whose funding contributes to our course offerings, CIBER, Center for African Studies, Center for European Studies and the Center for Latin American Studies. We have participated in the grant writing process and have supported the activities of these Centers. Faculty members within LLC continue to review grant funding resources available to fund research and teaching. In recent years alone, LLC faculty members have received grants from the NEH, the NEA, and ACLS to fund both research and teaching. The Chair of LLC has been working with the Consul General of Japan in Coral Gables, the National Italian American Foundation, and Enterprise Florida to find ways to collaborate synergistically for the mutual benefit of the state economy and LLC 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.

Encapsulating the principles of UF's SACS Quality Enhancement Plan focused on internationalization, the proposed BA in Foreign Languages and Literatures will produce graduates able to compete and succeed in a broad variety of intercultural and multilingual environments at the level of the state, the nation, and beyond. Students with languages and

cultural education will be well prepared for professional training in education, government, diplomacy, healthcare, global business and industry, law, communications, publishing, arts and culture.

For example, the new program includes the option of translation courses that will permit our students to work as interpreters and translators, a career path that the Bureau of Labor Statistics places in the top five professions with the greatest projected growth rate between 2012 and 2022, in professional settings including but not limited to the law courts, industry and business, and the diplomatic corps. Equally, the cultural acuity of our graduates will make them candidates for working in the health care systems, in disaster relief situations and for security service in emerging and established nations in Asia, Africa, the Middle East and the Caribbean. The LLC BA will also prepare students for careers in foreign and inter- and intra-state policy planning. The proposed program will provide the foundational skills necessary for those aspiring to careers in higher education, preparing them for graduate study and eventually for careers as educators and administrators. Increasingly, universities and community colleges are requiring that instructors in languages, literature and culture be competent in more than one language. The education we provide will ensure that our graduates are competitive in these arenas.

We have already been approached by the recruitment offices of two major employers in the state and have also been contacted by recruiters for US Customs and Border Protection seeking students with proficiencies in Arabic, Russian, and Amharic.

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 link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). 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.

Prerequisites will be the same as the approved common prerequisites for other foreign languages degree programs within the SUS. Currently, students must demonstrate proficiency by testing or completion of a foreign language through the second semester of the intermediate level in their principal language of specialization.

At UF the second semester intermediate language courses are as follows: AKA2201 Intermediate Akan 2, ARA2221 Intermediate Arabic 2, CHI2231 Intermediate Chinese 2, CZE2201, FRE2221 Intermediate French 2, GER2240 Intermediate German 2, HAI2201 Intermediate Haitian 2, HBR2221 Intermediate Hebrew 2, ITA2221 Intermediate Italian 2, JPN2231 Intermediate Japanese 2, POL2201 Intermediate Polish 2, RUS3400 Intermediate Russian 2, SWA2201 Intermediate Swahili 2, VTN2221 Intermediate Vietnamese 2, WOL2201 Intermediate Wolof 2, XHO2201 Intermediate Xhosa 2, YOR2201 Intermediate Yoruba 2

- 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 Florida College System 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 link to the [Statewide Articulation Manual on the resource page for new program proposal](#)). 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 (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The proposed BA in Foreign Languages and Literatures is in lockstep with the “2025 Vision” of the Board of Governors of the State University System of Florida which underscores the need to produce graduates who are prepared “to excel in the global society and marketplace.” Moreover, the University of Florida’s mission statement confirms that the university “must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.” The goals of the proposed BA in Foreign Languages and Literatures precisely mirror those of UF and the broader Florida SUS.

In particular, the proposed BA promises to produce students with multilingual skills and multi-cultural competence, students who are fully prepared to compete in a globalized world. The major will be devoted to inter-cultural diversity and communication through course offerings. Our program and faculty remain devoted to fostering the cultural, ethnic, gender, and socioeconomic diversity of the student body, not only through our outside activities (language tables, speech and skit competitions, mentoring and support of student organizations) but also through our course offerings (for example, ARA3510 Arab Woman; SSW4713 African Women; JPT 3140 Modern Women Writers; ITT3700 Italian Perspectives on the Jewish Holocaust). Our faculty members embody this commitment to diversity and they bring to the classroom a broad variety of intellectual and cultural perspectives and backgrounds. The demographic distribution of our faculty is worth underscoring. Of a total of 51 faculty: 31 are women; 8 are Black/sub-Saharan African; 8 are SE Asian; 5 are Middle Eastern [3 Arabic and 2 Israeli/Jewish]; 32 are white including European Mediterranean, Jewish, and Celtic. Equally, our continued efforts in developing and delivering distance learning courses are also a reflection of our commitment to making our courses accessible to non-traditional students.

This commitment to all forms of diversity will carry over into the new degree and will ensure a broad variety of experiential learning experiences while also enhancing the cross-cultural aspects of the program. Equally, our commitment to producing graduates who are fully prepared to compete in the face of the globalized realities of the 21st century will steer our BA in Foreign Languages and Literatures.

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 program will dovetail with and enhance existing institutional strengths at UF. While replacing the four majors we currently offer, the program will continue to collaborate with some of the most successful programs at UF to enhance their strength and our own. Specifically, the program will permit students to coordinate their program with the BABA program offered by the

Heavener School of Business (link to program description provided below). Currently undergraduate coordinators in LLC have worked with the school to facilitate the addition of a minor in any one of our languages (in particular in German and in Italian) especially to those students who pursue a career in international business. Other collaborations with the School of Business include LLC's regular development and delivery of courses funded by the Center for International Business Education and Research (CIBER) and well as the Miller Retail Center.

In the past we have offered courses in business Arabic, Chinese, French, Japanese and Italian. These courses regularly capitalize on the cultural and language skills acquired by our students and apply them in business settings. Similarly, these courses introduce business contexts to students whose education might have been limited to the typical humanities context of the traditional language specific majors. These collaborative endeavors will be offered as part of the proposed program and will allow students whose majors did not previously include such electives to expand the scope of their education. These programs will also allow students to engage in experiential learning which in turns assists in preparing then for a variety of career paths upon graduation.

The LLC program will also continue to coordinate and collaborate with the Center for European Studies, the Center for African Studies, the Center for Latin American Studies, and the Center for Jewish Studies. Further, the program is a natural complement to the CLAS administered program in International Studies and already offers many of the courses of which that program is comprised. The LLC B.A. will also collaborate with the UF International Center to facilitate where possible study abroad experiences to complement the program. The wealth of Study Abroad programs offered by current faculty in LLC is already substantial but the LLC B.A. will place special emphasis on the cultural wealth and multilingualism acquired in overseas studies.

Moreover the newly formed working group on experiential learning and career development in LLC is working towards exploring and creating internships and experiential learning experiences that will dovetail with the study abroad experience. Accordingly, students will be able to capitalize on international opportunities unique to the proposed program. The multilingual skills and cross-cultural knowledge acquired by students will prepare our graduates for a variety of career paths. In light of this sustained attention to intercultural and global competence, the proposed B.A. exactly implements the objectives laid out in UF's SACS Quality Enhancement Plan focused on internationalization.

[Heavener School of Business: <http://warrington.ufl.edu/undergraduate/academics/baba-gba/>
UFIC Study Abroad: <http://www.ufic.ufl.edu/SAS/index.html>]

- C. **Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the 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.**

The planning of this program was thorough and comprehensive and dates back to 2008. In the late spring of 2008 the College of Liberal Arts and Sciences, in response to a financial crisis, merged two departments (Germanic and Slavic Studies, African and Asian Languages and Literatures) and a portion of a third (Romance Languages and Literatures). Throughout the fall of 2008 the new department was administered by a representative from the CLAS Dean's office. The faculty members of the new department were charged with naming the new department, articulating a mission statement and creating set of bylaws that would reflect and implement this mission. The faculty members formed a committee, the Transition Committee, to shepherd this process. In the course of these discussions, it became evident that this merger created a unique opportunity to consider the strengths and dynamism that had resulted. Many of the faculty members of the new department were already engaged in interdisciplinary efforts and collaboration. Many of us already worked within IDS (interdisciplinary) programs or were cross-appointed with a variety of Title VI centers and other departments. Moreover, an assessment of our faculty strengths and student interests revealed that we were already poised to present a new and exciting degree program that would combine our strengths and maximize our teaching resources.

During the 2008-09 AY the faculty of the new department agreed that it should be named the Department of Languages, Literatures & Cultures. It soon set to work on the creation of a mission statement. In the fall of 2009 the department embarked on a search for a chair who would facilitate the creation of a program aimed at meeting the challenges of an increasingly diverse student and state population while allowing the department to emerge as a leader in interdisciplinary teaching and research.

In spring 2010 the various newly formed committees began to consider how the department might retain its strengths and build on them under the aegis of a new degree that would also prove to be more administratively streamlined. At the time of the merger the department offered four majors (EALL-Chinese/Japanese, French, German, Russian), seven minors (Arabic; East Asian: Chinese/Japanese; French and Francophone, German, Hebrew, Italian, Russian) and an IDS major with concentrations in Middle Eastern Languages and Cultures. It also offered three IDS majors (Hebrew and Arabic, both associated with the IDS major in Middle Eastern Language and Culture, and MEMS (Medieval And Early Modern Studies). We also offered a stand-alone minor in African Studies and in Italian Studies and MEMS. In addition, many of our faculty members offered courses in the IDS Film and Media Studies IDS major. It seemed that the faculty resources required to administer all of the various components presented, in many cases, a duplication of efforts, and that the time spent by the various coordinators could be better used in teaching and research.

Accordingly, in the fall of 2010 an *ad hoc* committee began the work of designing a program that would encompass all of these strengths identified during the previous two years. The skeletal plans were introduced at a series of departmental meetings through the AY 2010-2011 and, in the spring of 2011, the department voted to move towards the creation of a departmental B.A.

During this time the Chair of LLC, Mary Watt, had numerous discussions with the CLAS Associate Dean for Humanities, David Pharies, Associate Dean Albert Matheny, and the Dean of CLAS, Paul D'Anieri. In the late fall of 2011, the department voted on and approved the model that was to be presented to the university for pre-approval.

Throughout the spring of 2012, the LLC curriculum committee worked on the pre-proposal document and it was submitted to the Provost's office in spring 2012. It was pre-approved at that time. In the fall of 2012 the Chair of LLC, Mary Watt, met with the Associate Provost Bernard Mair and the Associate Dean for Humanities, David Pharies, to discuss the requirements of the program and the intricacies of the program proposal document. Throughout the fall of 2012 and spring of 2013, Mary Watt, started work on the actual proposal document. During that time, Dr. Watt met with a number of outside sources to determine the benefits of the program to private industry, most notably to high tech and medical sciences. In July 2013, Dr. Watt met with representatives from the university library to determine what library resources might be available to support the new program. The first draft of the comprehensive proposal was completed in August 2013 and submitted for review at that time.

In the fall of 2013 Mary Watt met first with David Pharies, then with Bernard Mair and Associate Provost, Angel Kwolek Folland to discuss the status of the project and the completion of the various appendices. In October 2013, Mary Watt met with Marie Zeglen of the Office of Institutional Research to receive instruction on how to complete the proposal appendices. The proposal document was completed in December 2013 and submitted to Marie Zeglen, Angel Kwolek-Folland, Bernard Mair, David Pharies and Paul D'Anieri in January 2014 for their review. In summer 2014 Mary Watt and Deborah Amberson (LLC) met with Associate Provost Bernard Mair to discuss revisions. In late summer and early fall Watt and Amberson worked to revise the document in accordance with the input received.

Planning Process

Date	Participants	Planning Activity
Fall 2008	LLC Faculty	Creation of Transition Committee
Fall 2010	LLC Ad hoc committee (Joseph Murphy, Mary Watt, Eric Kligerman)	First stages of drafting the LLC proposal for department review
Spring 2011- Fall 2011	LLC faculty, Albert Matheny, David Pharies, Paul D'Anieri	Series of departmental meetings to discuss, design and approve the proposed BA

Spring 2012	LLC Curriculum Committee, Mary Watt, Angel Kwolek-Folland, Bernard Mair	Drafting, submission and approval of pre-proposal
Fall 2012	Bernard Mair, Mary Watt, David Pharies	Meeting fall 2012 to discuss the requirements for the program and the intricacies of the proposal document
Spring 2013	Mary Watt	Drafting of the proposal, discussion with stakeholders
July 2013	Mary Watt, Matthew Loving, Staff of Smathers Library	Discussion regarding available library resources; creation of report on available library resources
Fall 2013	Mary Watt, David Pharies, Bernard Mair, Angel Kwolek-Folland, Marie Zeglen	Discuss completion of appendices and enrollment and budget projections
Spring 2014	Mary Watt, David Pharies, Bernard Mair, Angel Kwolek-Folland, Marie Zeglen	Mary Watt submitted proposal for review; David Pharies, Bernard Mair, Angel Kwolek-Folland, Marie Zeglen provided comment
Summer-Fall 2014	Mary Watt Deborah Amberson	Implemented comments and suggestions provided

Events Leading to Implementation

Date	Implementation Activity
Fall 2014	Submission to college /UCC
Winter-Spring 2014-2015	Submission to Senate, Provost
Fall 2015	BOT approval and BOG notification
Fall 2016	First enrollment

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.

In 2012-2013 an External Review of the Center for African Studies (CAS) was conducted by John Hanson, Indiana University-Bloomington. The recommendation was that UF ought to develop a degree program in African Studies stating "It might be the time to consider degree programs in African languages, literatures and linguistics. UF has the quality, breadth and depth to offer courses and produce MA and PhD specialists in this area. The development of degree programs would attract graduate students and provide more impetus to develop research on endangered languages and other topics that might attract extramural funding to CAS and LLC."

This proposal is the first step towards implementing this recommendation.

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:

Content Knowledge:

1. Describe and define cultural concepts and/or literary production and/or linguistic structure of at least one language.
2. Describe, explain and apply cultural and/or linguistic knowledge using appropriate disciplinary terminology, methodologies, and practices.

Critical Thinking:

3. Evaluate comprehensively the significance of information gathered from cultural sources and apply it using appropriate disciplinary methodologies.
4. Analyze and interpret texts according to their cultural, literary and/or linguistic content.

Communication:

5. Demonstrate competence in at least one language of specialization by articulating clearly in speech and in writing using the selected language(s), including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation.
6. Demonstrate critical cultural competence by performing comprehensive analysis in written and oral form.

The Academic Learning Compact is included in Appendix E.

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

Any student entering UF as a freshman will be able to declare Foreign Languages and Literatures as their major. In order to continue to upper division courses in the major and in accordance with the SUS approved Common Prerequisites for foreign languages degree programs, UF students must demonstrate proficiency in their intended principal language of specialization either by placement test or by course completion of the appropriate beginning and intermediate language cycles with a minimum grade of C by the end of their sophomore year. They must then complete the required 33 credit hours of advanced language, literature, and culture study associated with their language track with the lowest acceptable grade being C. A grade of C- (1.67 grade points) will not be applied toward requirements for the major.

In addition to the 33 credit hours for the Foreign Languages and Literatures major, students must meet all of the requirements for the Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) in order to graduate. These are as follows:

The College of Liberal Arts and Sciences (CLAS) has seven requirements for award of a degree. Students must also meet all requirements for the major.

Credits: All CLAS students **must** satisfactorily complete a minimum of 120 acceptable semester credits for the degree. Up to 30 credits earned in a UF overseas study or exchange program may be applied to this requirement. Students may petition to have more credits accepted; however, approval is rarely given.

Grade point average: Students must achieve a minimum overall average of C (2.0) in all work attempted at the university.

Residence: The last 30 credits applied to the degree must be completed in residence at the University of Florida. In extenuating circumstances, the last three credits may be waived by petition. Participation in a UF-approved study abroad or exchange program is not considered a break in residence. However, students must see an adviser to be sure the degree audit accurately reflects this.

University / state of Florida requirements: To earn a degree, all students must complete:

- A general education program,
- The writing requirement, and
- The summer term enrollment requirement.

Basic Distribution: To ensure that students gain a rich and varied general education, the college requires students to complete basic distribution requirements (general education plus additional CLAS requirements).

The same course may NOT be used to satisfy requirements in two different distribution areas (C, H, S, P or B).

Three of the credits must also be designated as international studies (N) and three of the

credits must be designated as diversity studies (D).
A minimum grade of C is required for all courses fulfilling the general education requirement, the writing requirement and the basic distribution requirements. The S-U grade option is not acceptable for these credits.

For details, see: https://catalog.ufl.edu/ugrad/current/liberalarts/school_pages/degrees.aspx

A total of 120 credits, including the 33 hours of LLC courses, is required for graduation.

Transfer students are eligible to be considered for admission into the Foreign Languages and Literatures major. Equivalent critical tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students. If the college of origin does not offer the beginning and intermediate cycles in the individual transfer student's intended language of specialization, the student must meet with the undergraduate coordinator to determine if this is an appropriate major and to develop a graduation plan with an expected graduation date.

- 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.**

To receive a Bachelor of Arts in Foreign Languages and Literatures, students must complete 120 credit hours including 33 credit hours of upper division coursework in specified core and elective courses. Students may choose to complete their major in the following language tracks: 1. African Languages, 2. Arabic, 3. Chinese, 4. French and Francophone, 5. German, 6. Hebrew, 7. Italian, 8. Japanese, 9. Russian, 10. Dual Language Track.

The B.A. in Foreign Languages & Literatures requires preparatory language study at the lower division, namely, the beginning and intermediate cycles in the language of specialization. On completion of the preparatory language work or, in the case of students with either a native background in the language of specialization or prior study of that language, on placing out of the lower division language cycles, students must complete 33 hours of advanced language, literature, and culture study in the upper division (3000 level and above). These 33 hours are comprised of required "advanced language and culture" courses, "advanced electives," and a "critical concentration" in Intensive Area Studies, Comparative Cultural Studies, Film and Visual Culture, Literary Studies, or Medieval and Early Modern Studies (9 credits).

While there is variation across the language tracks in terms of course offerings, the advanced core and elective coursework for the major is distributed across groups and sub-groups such as Advanced Language and Culture, Literature, Linguistics, and Advanced Electives. The variation itself reflects not only the cultural particularities of the selected language track but also the language difficulty rankings compiled by the Foreign Service Institute (FSI) of the Department of State.

In all tracks, students with either a native background in the language of specialization or prior study in that language, might be eligible to place out of the preparatory language courses and should meet with the undergraduate coordinator to arrange for placement assessment.

NOTE: In all tracks, courses appearing in more than one group may be counted towards one and only one group.

Details of the required and elective coursework in the various tracks are presented here in the order indicated above.

1. AFRICAN LANGUAGES TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- Beginning 1 in an African language: AKA1130, SWA1130, WOL1130, XHO1130, or YOR1130 (5 credits)
- Beginning 2 in same African language: AKA1131, SWA1131, VTN1131, WOL1131, XH01131, or YOR1131 (5 credits)
- Intermediate 1 in same African language: AKA2200, SWA2220, WOL2200, XHO2200, or YOR2200 (3 credits)
- Intermediate 2 in same African language: AKA2201, SWA2220, WOL2200, XHO2200, or YOR2200 (3 credits)
- LIN 3010 Introduction to Linguistics (3 credits)
- HUM 2420 African Humanities (3 credits) or HUM 2424 African Cultures & Literatures (3 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE (15 credits)

- AKA3410, SWA3410, WOL3410, XH03410, or YOR3410 (3 credits)
- AKA3411, SWA3411, WOL3411, XH03411, or YOR3411 (3 credits)
- SSA 4930 Special Topics: Languages of Africa (3 credits)
- SST 4502 African Oral Literature (3 credits)
- SSA 4930 Special Topics: Readings in African Literature 1 (3 credits)

ELECTIVES FOR THE MAJOR

ADVANCED ELECTIVES (9 credits with at least two courses at the 4000 level)

- SSA 3730 Language in African Society (3 credits)
- SSA 4905 Individual Work (3 credit max.)
- SSA 4930 Special Topics in African Studies (3 credits)
- SSA 4930 Special Topics: African Autobiography (3 credits)
- SSA 4930 Special Topics: African Film (3 credits)
- SSA 4930 Special Topics: African Popular Culture (3 credits)
- SSA 4930 Special Topics: Black Englishes (3 credits)
- SSA 4930 Special Topics: Islam & African Literature (3 credits)
- SSA 4930 Special Topics: Language Documentation (3 credits)
- SSA 4930 Special Topics: Readings in African Literature 2 (3 credits)
- SSA 4935 Honors Thesis (3 credits)
- SSW 3303 Swahili Oral Literature (3 credits)
- SSW 4713 African Women Writers (3 credits)

- SWA 4905 Individual Work (3 credit max.)
- YOR 4502 Yoruba Oral Literature (3 credits)
- YOR 4905 Individual Work (3 credit max.)
- YOT 3500 Yoruba Diaspora in the New World (3 credits)
- YRW 4130 Readings in Yoruba Literature (3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Intensive Area Studies: African Languages *(Recommended for those planning to pursue careers requiring advanced knowledge of African language and culture or graduate work in African Studies)*
Although courses may appear in more than one group they may be counted toward only one group

SSA 3730 Language in African Society (3 credits)	SSA 4930 Special Topics: Readings in African Literature 2 (3 credits)
SSA 4930 Special Topics: African Autobiography (3 credits)	SSA 4930 Special Topics in African Studies (3 credits)
SSA 4930 Special Topics: African Film (3 credits)	SSW 3303 Swahili Oral Literature (3 credits)
SSA 4930 Special Topics: African Popular Culture (3 credits)	SSW 4713 African Women Writers (3 credits)
SSA 4930 Special Topics: Black Englishes (3 credits)	YOR 4502 Yoruba Oral Literature (3 credits)
SSA 4930 Special Topics: Islam & African Literature (3 credits)	YOT 3500 Yoruba Diaspora in New World (3 credits)
SSA 4930 Special Topics: Language Documentation (3 credits)	YRW 4130 Readings in Yoruba Lit. (3 credits)

2. Comparative Cultural Studies

ABT 3500 Arabic Culture (3 credits)	ITT 3930 Special Topics in Italian (3 credits)
ARA 3510 The Arab Woman (3 credits)	JPT 3500 Japanese Culture (3 credits)
CHT 3500 Chinese Culture (3 credits)	JPT 4502 Japanese Folklore (3 credits)
CHT 3513 Taoism & Chinese Culture (3 credits)	PLT 3504 19th c. Polish Culture & Society (3 credits)
CZT 3564 Modern Czech Culture & Society (3 credits)	PLT 3564 Modern Polish Culture & Society (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	RUT 3500 Russian Cultural Heritage (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	RUT 3501 Cont. Russian Culture & Society (3 credits)
GET 3003 German Culture & Civilization 1 (3 credits)	RUT 3503 Violence & Terror in Russian Experience (3 credits)
GET 3004 Modern German Culture & Civilization (3 credits)	RUT 3504 Russia Today (3 credits)
HAI 3930 Haitian Culture & Society (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HAT 3503 Haitian Culture & Literature (3 credits)	RUT 3600 20th Century through Slavic Eyes (3 credits)
HAT 3564 Haitian Culture & Society (3 credits)	VTT 3500 Vietnamese Culture (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	YOT 3500 Yoruba Diaspora in New World (3 credits)
ITT 3700 Italian Perspectives on Holocaust (3 credits)	

3. Film and Visual Culture

CHI 4930 Special Topics in Chinese (3 credits)	GET 4293 New German Cinema (4 credits)
CHT 3391 Chinese Film and Media (4 credits)	GET 4930 Variable Topics in German (3 credits)
CZT 3520 Modern Czech Cinema (4 credits)	HBR 4930 Special Topics (3 credits)
FRT 3520 French Cinema (4 credits)	ITT 3521 Italian Cinema (4 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	ITT 3540 Crime Fiction & Film in Italy (3 credits)

credits)	ITT 3541 Italian Mafia Movies (3 credits)
FRT 4523 Euro Identities, Euro Cinema (4 credits)	ITT 3930 Special Topics in Italian (3 credits)
GET 3520 Early German Cinema (4 credits)	JPN 4930 Special Topics in Japanese (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	JPT 3391 Intro to Japanese Film (4 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	PLT 3520 Polish Cinema (4 credits)
GET 4291 Women and German Cinema (4 credits)	SSA 4930 Special Topics: African Film (3 credits)

4. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits)
CHI 4930 Special Topics in Chinese (3 credits)	ITT 3930 Special Topics Italian (3 credits)
CHT 3110 Chinese Literary Heritage (3 credits)	JPT 3100 Tales of Kyoto (3 credits)
CHT 3123 Pre-modern Chinese Fiction (3 credits)	JPT 3120 Modern Japanese Fiction in Translation (3 credits)
CHT 3124 Modern Chinese Fiction (3 credits)	JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits)
CHT 4111 Dream of the Red Chamber (3 credits)	JPT 3140 Modern Women Writers (3 credits)
CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)	JPT 3150 Classical Japanese Poetry (3 credits)
CHT 4603 Journey to the West (3 credits)	JPT 3300 Samurai War Tales (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	JPT 4130 Tale of Genji (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	JPT 4502 Japanese Folklore (3 credits)
GET 3200 Literature of Knighthood (3 credits)	PLT 3930 Special Topics in Polish (3 credits)
GET 3501 History, Literature, Arts of Berlin (3 credits)	RUT 3101 Russian Masterpieces (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	RUT 3441 Tolstoy & Dostoevsky (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	RUT 3442 Themes from Russian Lit. (3 credits)
GET 4930 Variable Topics in German (3 credits)	RUT 3452 20th c. Russian Literature (3 credits)
HAT 3503 Haitian Culture & Lit. in Translation (3 credits)	RUT 3503 Violence & Terror in Russian (3 credits)
HBR 4930 Special Topics in Hebrew (3 credits)	RUT 3514 Russian Fairy Tales (3 credits)
HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HBT 3233 Israeli History & Cont. Novel (3 credits)	RUT 3600 20th c. Slavic Eyes (3 credits)
HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)
HBT 3563 Women in Mod. Hebrew Fiction (3 credits)	RUT 4440 Pushkin & Gogol (3 credits)
HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits)	RUT 4450 Russian Modernism (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	SST 4502 African Oral Literatures (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	SSW 3303 Swahili Oral Literatures (3 credits)
	SSW 4713 African Women Writers (3 credits)
	YOR 4502 Yoruba Oral Literatures (3 credits)

5. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits)	MEM 3301 Palaces and Cities (3 credits)
GET 3200 Literature of Knighthood (3 credits)	MEM 3730 Studies in Holy Roman Empire (3 credits)
ITT 3431 Italy and Pilgrimages (3 credits)	MEM 3805 Research Methods in Medieval & Early Modern (3 credits)
JPT 3300 Samurai War Tales (3 credits)	MEM 3931 Topics Medieval & Early Modern (3 credits)
MEM 3003 Intro to Medieval World (3 credits)	
MEM 3300 Castles and Cloisters (3 credits)	

2. ARABIC TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- ARA 1130 Beginning Arabic 1 (5 credits)
- ARA 1131 Beginning Arabic 2 (5 credits)
- ARA 2220 Intermediate Arabic 1 (4 credits)
- ARA 2221 Intermediate Arabic 2 (4 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE (12 credits)

- ARA 3410 Advanced Arabic 1 (3 credits)
- ARA 3411 Advanced Arabic 2 (3 credits)
- ARA 4400 Fourth Year Arabic 1 (3 credits)
- ARA 4420 Arabic through the Texts (3 credits)

ELECTIVES FOR THE MAJOR

ADVANCED ELECTIVES (12 credits)

- ABT 3130 Arabic Literary Heritage 1 (3 credits)
- ABT 3500 Arabic Culture (3 credits)
- ARA 3510 The Arab Woman (3 credits)
- ARA 4401 Fourth Year Arabic 2 (3 credits)
- ARA 4822 Arabic Sociolinguistics (3 credits)
- ARA 4850 Structure of Standard Arabic (3 credits)
- ARA 4905 Individual Work (3 credit max.)
- ARA 4930 Special Topics in Arabic (3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Comparative Cultural Studies

ABT 3500 Arabic Culture (3 credits)	ITT 3930 Special Topics in Italian (3 credits)
ARA 3510 The Arab Woman (3 credits)	JPT 3500 Japanese Culture (3 credits)
CHT 3500 Chinese Culture (3 credits)	JPT 4502 Japanese Folklore (3 credits)
CHT 3513 Taoism & Chinese Culture (3 credits)	PLT 3504 19th c. Polish Culture & Society (3 credits)
CZT 3564 Modern Czech Culture & Society (3 credits)	PLT 3564 Modern Polish Culture & Society (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	RUT 3500 Russian Cultural Heritage (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	RUT 3501 Cont. Russian Culture & Society (3 credits)
GET 3003 German Culture & Civilization 1 (3 credits)	RUT 3503 Violence & Terror in Russian Experience (3 credits)
GET 3004 Modern German Culture & Civilization (3 credits)	RUT 3504 Russia Today (3 credits)
HAI 3930 Haitian Culture & Society (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HAT 3503 Haitian Culture & Literature (3 credits)	RUT 3600 20th Century through Slavic Eyes (3 credits)
HAT 3564 Haitian Culture & Society (3 credits)	VTT 3500 Vietnamese Culture (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	YOT 3500 Yoruba Diaspora in New World (3 credits)
ITT 3700 Italian Perspectives on Holocaust (3 credits)	

2. Film and Visual Culture

CHI 4930 Special Topics in Chinese (3 credits)	GET 4293 New German Cinema (4 credits)
CHT 3391 Chinese Film and Media (4 credits)	GET 4930 Variable Topics in German (3 credits)
CZT 3520 Modern Czech Cinema (4 credits)	HBR 4930 Special Topics (3 credits)
FRT 3520 French Cinema (4 credits)	ITT 3521 Italian Cinema (4 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	ITT 3540 Crime Fiction & Film in Italy (3 credits)
FRT 4523 Euro Identities, Euro Cinema (4 credits)	ITT 3541 Italian Mafia Movies (3 credits)
GET 3520 Early German Cinema (4 credits)	ITT 3930 Special Topics in Italian (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	JPN 4930 Special Topics in Japanese (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	JPT 3391 Intro to Japanese Film (4 credits)
GET 4291 Women and German Cinema (4 credits)	PLT 3520 Polish Cinema (4 credits)
	SSA 4930 Special Topics: African Film (3 credits)

3. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits)
CHI 4930 Special Topics in Chinese (3 credits)	ITT 3930 Special Topics Italian (3 credits)
CHT 3110 Chinese Literary Heritage (3 credits)	JPT 3100 Tales of Kyoto (3 credits)
CHT 3123 Pre-modern Chinese Fiction (3 credits)	JPT 3120 Modern Japanese Fiction in Translation (3 credits)
CHT 3124 Modern Chinese Fiction (3 credits)	JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits)
CHT 4111 Dream of the Red Chamber (3 credits)	JPT 3140 Modern Women Writers (3 credits)
CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)	JPT 3150 Classical Japanese Poetry (3 credits)
CHT 4603 Journey to the West (3 credits)	JPT 3300 Samurai War Tales (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	JPT 4130 Tale of Genji (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	JPT 4502 Japanese Folklore (3 credits)
GET 3200 Literature of Knighthood (3 credits)	PLT 3930 Special Topics in Polish (3 credits)
GET 3501 History, Literature, Arts of Berlin (3 credits)	RUT 3101 Russian Masterpieces (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	RUT 3441 Tolstoy & Dostoevsky (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	RUT 3442 Themes from Russian Lit. (3 credits)
GET 4930 Variable Topics in German (3 credits)	RUT 3452 20th c. Russian Literature (3 credits)
HAT 3503 Haitian Culture & Lit. in Translation (3 credits)	RUT 3503 Violence & Terror in Russian (3 credits)
HBR 4930 Special Topics in Hebrew (3 credits)	RUT 3514 Russian Fairy Tales (3 credits)
HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HBT 3233 Israeli History & Cont. Novel (3 credits)	RUT 3600 20th c. Slavic Eyes (3 credits)
HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)
HBT 3563 Women in Mod. Hebrew Fiction (3 credits)	RUT 4440 Pushkin & Gogol (3 credits)
HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits)	RUT 4450 Russian Modernism (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	SST 4502 African Oral Literatures (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	SSW 3303 Swahili Oral Literatures (3 credits)
	SSW 4713 African Women Writers (3 credits)
	YOR 4502 Yoruba Oral Literatures (3 credits)

4. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits)	MEM 3301 Palaces and Cities (3 credits)
	MEM 3730 Studies in Holy Roman Empire (3 credits)

GET 3200 Literature of Knighthood (3 credits)	credits)
ITT 3431 Italy and Pilgrimages (3 credits)	MEM 3805 Research Methods in Medieval & Early Modern (3 credits)
JPT 3300 Samurai War Tales (3 credits)	MEM 3931 Topics Medieval & Early Modern (3 credits)
MEM 3003 Intro to Medieval World (3 credits)	
MEM 3300 Castles and Cloisters (3 credits)	

3. CHINESE TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- CHI 1130 Beginning Chinese 1 (5 credits)
- CHI 1131 Beginning Chinese 2 (5 credits)
- CHI 2220 Intermediate Chinese 1 (5 credits)
- CHI 2221 Intermediate Chinese 2 (5 credits)
- LIN 3010 Introduction to Linguistics (3 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE (6 credits)

- CHI 3410 Advanced Chinese 1 (3 credits)
- CHI 3411 Advanced Chinese 2 (3 credits)

ELECTIVES FOR THE MAJOR

ADVANCED ELECTIVES (18 credits with at least two courses at the 4000 level)

- CHI 3403 Chinese Calligraphy (3 credits)
- CHI 3440 Business Chinese (3 credits)
- CHI 4850 Structure of Chinese (3 credits)
- CHI 4905 Individual Work (3 credit max.)
- CHI 4930 Special Topics (3 credits)
- CHI 4935 Senior Thesis (3 credits)
- CHI 4940 Internship (1-6 credits)
- CHT 3110 Chinese Literary Heritage (3 credits)
- CHT 3123 Pre-Modern Chinese Fiction in Translation (3 credits)
- CHT 3124 Modern Chinese Fiction in Translation (3 credits)
- CHT 3391 Chinese Film and Media (4 credits)
- CHT 3500 Chinese Culture (3 credits)
- CHT 3513 Taoism and Chinese Culture (3 credits)
- CHT 4111 Dream of the Red Chamber (3 credits)
- CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)
- CHT 4603 Journey to the West (3 credits)
- CHW 4120 Classical Chinese 1 (3 credits)
- CHW 4121 Classical Chinese 2 (3 credits)
- CHW 4130 Readings in Chinese Literature (3 credits)
- CHW 4140 Newspaper Chinese (3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Intensive Area Studies: Chinese (Option 1 Japan or Option 2 Comparative East Asia)

(Recommended for those planning to pursue careers requiring advanced knowledge of Chinese language and culture or graduate work in Chinese Studies)

<p>Option 1: Japan JPN 3730 Language in Japanese Society (3 credits) JPN 4850 Structure of Japanese (3 credits) JPN 4930 Special Topics (3 credits) JPN 4940 Internship (1-6 credits) JPT 3100 Tales of Kyoto (3 credits) JPT 3120 Mod. Japanese Fiction in Translation (3 credits) JPT 3121 Cont. Japanese Literature: Postwar to Postmodern (3 credits) JPT 3140 Modern Women Writers (3 credits) JPT 3150 Classical Japanese Poetry (3 credits) JPT 3300 Samurai War Tales (3 credits) JPT 3391 Introduction to Japanese Film (3 credits) JPT 3500 Japanese Culture (3 credits) JPT 4130 Tale of Genji (3 credits) JPT 4502 Japanese Folklore (3 credits) JPT 4510 Representation of Japan's Modern Empire (3 credits)</p>	<p>Option 2: Comparative Studies East Asia ANT 4146 Prehistory of SE Asia (3 credits) ASH 3303 Modern Korea: Power & Protest ASH 3305 History, Memory, Nation in East Asia (3 credits) ASH 3381 Women in Mod South Asian History (3 credits) ASH 3404 Modern China (3 credits) ASH 3442 Modern Japan (3 credits) ASH 3443 Japan to 1600 (3 credits) ASH 4930 Special Topics: Pacific War (3 credits) CPO 3513 Asian Politics (3 credits) ECS 4203 Economics of East Asia (3 credits) REL 3318 Chinese Religions (3 credits) REL 3335 Hindu Sacred Texts (3 credits) REL 3336 Religion in Mod India (3 credits) REL 3344 Chinese Buddhism (3 credits) REL 3938 Special Topics: Buddhist Meditation (3 credits) VTT 3500 Vietnamese Culture (3 credits) WST 3415 Transnational Feminisms (3 credits)</p>
---	--

2. Comparative Cultural Studies

<p>ABT 3500 Arabic Culture (3 credits) ARA 3510 The Arab Woman (3 credits) CHT 3500 Chinese Culture (3 credits) CHT 3513 Taoism & Chinese Culture (3 credits) CZT 3564 Modern Czech Culture & Society (3 credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3003 German Culture & Civilization 1 (3 credits) GET 3004 Modern German Culture & Civilization (3 credits) HAI 3930 Haitian Culture & Society (3 credits) HAT 3503 Haitian Culture & Literature (3 credits) HAT 3564 Haitian Culture & Society (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3700 Italian Perspectives on Holocaust (3 credits)</p>	<p>ITT 3930 Special Topics in Italian (3 credits) JPT 3500 Japanese Culture (3 credits) JPT 4502 Japanese Folklore (3 credits) PLT 3504 19th c. Polish Culture & Society (3 credits) PLT 3564 Modern Polish Culture & Society (3 credits) RUT 3500 Russian Cultural Heritage (3 credits) RUT 3501 Cont. Russian Culture & Society (3 credits) RUT 3503 Violence & Terror in Russian Experience (3 credits) RUT 3504 Russia Today (3 credits) RUT 3530 Russia's Struggle with Nature (3 credits) RUT 3600 20th Century through Slavic Eyes (3 credits) VTT 3500 Vietnamese Culture (3 credits) YOT 3500 Yoruba Diaspora in New World (3 credits)</p>
---	---

3. Film and Visual Culture

<p>CHI 4930 Special Topics in Chinese (3 credits) CHT 3391 Chinese Film and Media (4 credits) CZT 3520 Modern Czech Cinema (4 credits)</p>	<p>GET 4293 New German Cinema (4 credits) GET 4930 Variable Topics in German (3 credits) HBR 4930 Special Topics (3 credits)</p>
--	--

FRT 3520 French Cinema (4 credits)	ITT 3521 Italian Cinema (4 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	ITT 3540 Crime Fiction & Film in Italy (3 credits)
FRT 4523 Euro Identities, Euro Cinema (4 credits)	ITT 3541 Italian Mafia Movies (3 credits)
GET 3520 Early German Cinema (4 credits)	ITT 3930 Special Topics in Italian (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	JPN 4930 Special Topics in Japanese (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	JPT 3391 Intro to Japanese Film (4 credits)
GET 4291 Women and German Cinema (4 credits)	PLT 3520 Polish Cinema (4 credits)
	SSA 4930 Special Topics: African Film (3 credits)

4. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits)
CHI 4930 Special Topics in Chinese (3 credits)	ITT 3930 Special Topics Italian (3 credits)
CHT 3110 Chinese Literary Heritage (3 credits)	JPT 3100 Tales of Kyoto (3 credits)
CHT 3123 Pre-modern Chinese Fiction (3 credits)	JPT 3120 Modern Japanese Fiction in Translation (3 credits)
CHT 3124 Modern Chinese Fiction (3 credits)	JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits)
CHT 4111 Dream of the Red Chamber (3 credits)	JPT 3140 Modern Women Writers (3 credits)
CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)	JPT 3150 Classical Japanese Poetry (3 credits)
CHT 4603 Journey to the West (3 credits)	JPT 3300 Samurai War Tales (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	JPT 4130 Tale of Genji (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	JPT 4502 Japanese Folklore (3 credits)
GET 3200 Literature of Knighthood (3 credits)	PLT 3930 Special Topics in Polish (3 credits)
GET 3501 History, Literature, Arts of Berlin (3 credits)	RUT 3101 Russian Masterpieces (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	RUT 3441 Tolstoy & Dostoevsky (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	RUT 3442 Themes from Russian Lit. (3 credits)
GET 4930 Variable Topics in German (3 credits)	RUT 3452 20th c. Russian Literature (3 credits)
HAT 3503 Haitian Culture & Lit. in Translation (3 credits)	RUT 3503 Violence & Terror in Russian (3 credits)
HBR 4930 Special Topics in Hebrew (3 credits)	RUT 3514 Russian Fairy Tales (3 credits)
HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HBT 3233 Israeli History & Cont. Novel (3 credits)	RUT 3600 20th c. Slavic Eyes (3 credits)
HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)
HBT 3563 Women in Mod. Hebrew Fiction (3 credits)	RUT 4440 Pushkin & Gogol (3 credits)
HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits)	RUT 4450 Russian Modernism (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	SST 4502 African Oral Literatures (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	SSW 3303 Swahili Oral Literatures (3 credits)
	SSW 4713 African Women Writers (3 credits)
	YOR 4502 Yoruba Oral Literatures (3 credits)

5. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits)	MEM 3301 Palaces and Cities (3 credits)
GET 3200 Literature of Knighthood (3 credits)	MEM 3730 Studies in Holy Roman Empire (3 credits)
ITT 3431 Italy and Pilgrimages (3 credits)	MEM 3805 Research Methods in Medieval & Early Modern (3 credits)
JPT 3300 Samurai War Tales (3 credits)	MEM 3931 Topics Medieval & Early Modern (3 credits)
MEM 3003 Intro to Medieval World (3 credits)	
MEM 3300 Castles and Cloisters (3 credits)	

4. FRENCH AND FRANCOPHONE STUDIES TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- FRE 1130 Beginning French 1 (5 credits)
- FRE 1131 Beginning French 2 (5 credits)
- FRE 2220 Intermediate French 1 (4 credits)
- FRE 2221 Intermediate French 2 (4 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE (6 credits)

- FRE 3300 Grammar and Composition (3 credits)
- FRE 3320 Composition and Stylistics (3 credits)

ELECTIVE COURSES FOR THE MAJOR

ADVANCED ELECTIVES: 18 credits distributed as follows:

Culture: 3 credits from the following

- FRE 3500 France through the Ages (3 credits)
- FRE 3502 Francophone Cultures (3 credits)
- FRE 3564 Contemporary French Culture (3 credits)

Literature: 3 credits from the following

- FRW 3100 Introduction to French Literature 1 (3 credits)
- FRW 3101 Introduction to French Literature 2 (3 credits)

Linguistics: 3 credits from the following

- FRE 4780 Introduction to French Phonetics and Phonology (3 credits)
- FRE 4822 Sociolinguistics of French (3 credits)
- FRE 4850 Introduction to the Structure of French (3 credits)
- FRE 4501 French in the Americas (3 credits)

3 credits from the following

- FRW 4932 Senior Seminar in French Literature

6 credits from the following

- FRE 4411 French for Proficiency (2 credits)
- FRE 4420 Writing in French (3 credits)
- FRE 4501 French Language in the Americas (3 credits)
- FRE 4780 Introduction to French Phonetics and Phonology (3 credits)
- FRE 4822 Sociolinguistics of French (3 credits)
- FRE 4850 Introduction to Structure of French (3 credits)
- FRE 4905 Individual Work (3 credit max.)
- FRE 4906 Honors Thesis (1-3 credits)
- FRE 4930 Revolving Topics in French (3 credits)
- FRT 4523 European Identities, European Cinemas (4 credits)
- FRW 4212 Readings in 17th Century French Prose (3 credits)
- FRW 4273 Readings in 18th Century French Literature (3 credits)
- FRW 4281 Readings in 20th Century French Novel (3 credits)
- FRW 4310 17th Century French Drama (3 credits)

- FRW 4324 Readings in the 20th Century French Theatre (3 credits)
- FRW 4350 Modern French Poetry from Baudelaire to the Present (3 credits)
- FRW 4532 Survey of French Romantic Literature (3 credits)
- FRW 4552 Introduction to Realism and Naturalism (3 credits)
- FRW 4762 Readings in the Francophone Literatures and Cultures (3 credits)
- FRW 4770 African and Caribbean Literatures (3 credits)
- FRW 4822 Introduction to French Critical Theory (3 credits)
- FRW 4931 Concepts of French Cinema (4 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Intensive Area Studies: French and Francophone Studies (*Recommended for those planning to pursue careers requiring advanced level skills in French or graduate work in French & Francophone Studies*)

Although courses may appear in more than one group they may be counted toward only one group

FRE 3070 Accelerated Intro French (5 credits)	FRT 3561 Women in French Lit./Cinema (3-4 credits)
FRE 3224 Applied French (1-5 credits)	FRT 4523 Euro. Identities, Euro. Cinemas (4 credits)
FRE 3410 French Conversation & Interaction (3 credits)	FRW 3100 Intro. to French Lit. 1 (3 credits)
FRE 3440 Commercial French (3 credits)	FRW 3101 Intro. to French Lit. 2 (3 credits)
FRE 3442 Cont. French Commerce (3 credits)	FRW 3282 Modern French Prose of Provençal Inspiration (3 credits)
FRE 3500 France through the Ages (3 credits)	FRW 3930 Rotating Topics in French & Francophone Lit. (3 credits)
FRE 3502 Francophone Cultures (3 credits)	FRW 4212 Readings 17th c. French Prose (3 credits)
FRE 3564 Cont. French Culture (3 credits)	FRW 4273 Readings 18th c. Literature (3 credits)
FRE 3780L Corrective Phonetics (3 credits)	FRW 4281 Readings 20th c. French Novel (3 credits)
FRE 4411 French for Proficiency (2 credits)	FRW 4310 17th c. French Drama (3 credits)
FRE 4420 Writing in French (3 credits)	FRW 4324 Readings 20th c. Theatre (3 credits)
FRE 4501 French Lang. in Americas (3 credits)	FRW 4350 Modern French Poetry: Baudelaire to Present (3 credits)
FRE 4780 Intro. to French Phonetics & Phonology (3 credits)	FRW 4931 Concepts of French Cinema (4 credits)
FRE 4822 Sociolinguistics of French	FRW 4532 Survey of French Romantic Literature (3 credits)
FRE 4850 Intro. Structure French (3 credits)	FRW 4552 Intro. to Realism & Naturalism (3 credits)
FRE 4930 Revolving Topics in French (1-5 credits)	FRW 4762 Readings Francophone Lit. & Cultures (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	FRW 4770 African & Caribbean Literatures (3 credits)
FRT 3520 French Cinema	FRW 4822 Intro. to French Critical Theory

2. Comparative Cultural Studies

ABT 3500 Arabic Culture (3 credits)	ITT 3930 Special Topics in Italian (3 credits)
ARA 3510 The Arab Woman (3 credits)	JPT 3500 Japanese Culture (3 credits)
CHT 3500 Chinese Culture (3 credits)	JPT 4502 Japanese Folklore (3 credits)
CHT 3513 Taoism & Chinese Culture (3 credits)	PLT 3504 19th c. Polish Culture & Society (3 credits)
CZT 3564 Modern Czech Culture & Society (3 credits)	PLT 3564 Modern Polish Culture & Society (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	RUT 3500 Russian Cultural Heritage (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4	RUT 3501 Cont. Russian Culture & Society (3

credits) GET 3003 German Culture & Civilization 1 (3 credits) GET 3004 Modern German Culture & Civilization (3 credits) HAI 3930 Haitian Culture & Society (3 credits) HAT 3503 Haitian Culture & Literature (3 credits) HAT 3564 Haitian Culture & Society (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3700 Italian Perspectives on Holocaust (3 credits)	credits) RUT 3503 Violence & Terror in Russian Experience (3 credits) RUT 3504 Russia Today (3 credits) RUT 3530 Russia's Struggle with Nature (3 credits) RUT 3600 20th Century through Slavic Eyes (3 credits) VTT 3500 Vietnamese Culture (3 credits) YOT 3500 Yoruba Diaspora in New World (3 credits)
--	--

3. Film and Visual Culture

CHI 4930 Special Topics in Chinese (3 credits) CHT 3391 Chinese Film and Media (4 credits) CZT 3520 Modern Czech Cinema (4 credits) FRT 3520 French Cinema (4 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) FRT 4523 Euro Identities, Euro Cinema (4 credits) GET 3520 Early German Cinema (4 credits) GET 3580 War in Lit/Visual Media (3 credits) GET 3581 Lit and Arts of the Holocaust (3 credits) GET 4291 Women and German Cinema (4 credits)	GET 4293 New German Cinema (4 credits) GET 4930 Variable Topics in German (3 credits) HBR 4930 Special Topics (3 credits) ITT 3521 Italian Cinema (4 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3541 Italian Mafia Movies (3 credits) ITT 3930 Special Topics in Italian (3 credits) JPN 4930 Special Topics in Japanese (3 credits) JPT 3391 Intro to Japanese Film (4 credits) PLT 3520 Polish Cinema (4 credits) SSA 4930 Special Topics: African Film (3 credits)
---	--

4. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits) CHI 4930 Special Topics in Chinese (3 credits) CHT 3110 Chinese Literary Heritage (3 credits) CHT 3123 Pre-modern Chinese Fiction (3 credits) CHT 3124 Modern Chinese Fiction (3 credits) CHT 4111 Dream of the Red Chamber (3 credits) CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits) CHT 4603 Journey to the West (3 credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3200 Literature of Knighthood (3 credits) GET 3501 History, Literature, Arts of Berlin (3 credits) GET 3580 War in Lit/Visual Media (3 credits) GET 3581 Lit and Arts of the Holocaust (3 credits) GET 4930 Variable Topics in German (3 credits) HAT 3503 Haitian Culture & Lit. in Translation (3 credits) HBR 4930 Special Topics in Hebrew (3 credits) HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits) HBT 3233 Israeli History & Cont. Novel (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits) ITT 3930 Special Topics Italian (3 credits) JPT 3100 Tales of Kyoto (3 credits) JPT 3120 Modern Japanese Fiction in Translation (3 credits) JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits) JPT 3140 Modern Women Writers (3 credits) JPT 3150 Classical Japanese Poetry (3 credits) JPT 3300 Samurai War Tales (3 credits) JPT 4130 Tale of Genji (3 credits) JPT 4502 Japanese Folklore (3 credits) PLT 3930 Special Topics in Polish (3 credits) RUT 3101 Russian Masterpieces (3 credits) RUT 3441 Tolstoy & Dostoevsky (3 credits) RUT 3442 Themes from Russian Lit. (3 credits) RUT 3452 20th c. Russian Literature (3 credits) RUT 3503 Violence & Terror in Russian (3 credits) RUT 3514 Russian Fairy Tales (3 credits) RUT 3530 Russia's Struggle with Nature (3 credits) RUT 3600 20th c. Slavic Eyes (3 credits)
--	---

HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)
HBT 3563 Women in Mod. Hebrew Fiction (3 credits)	RUT 4440 Pushkin & Gogol (3 credits)
HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits)	RUT 4450 Russian Modernism (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	SST 4502 African Oral Literatures (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	SSW 3303 Swahili Oral Literatures (3 credits)
	SSW 4713 African Women Writers (3 credits)
	YOR 4502 Yoruba Oral Literatures (3 credits)

5. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits)	MEM 3301 Palaces and Cities (3 credits)
GET 3200 Literature of Knighthood (3 credits)	MEM 3730 Studies in Holy Roman Empire (3 credits)
ITT 3431 Italy and Pilgrimages (3 credits)	MEM 3805 Research Methods in Medieval & Early Modern (3 credits)
JPT 3300 Samurai War Tales (3 credits)	MEM 3931 Topics Medieval & Early Modern (3 credits)
MEM 3003 Intro to Medieval World (3 credits)	
MEM 3300 Castles and Cloisters (3 credits)	

5. GERMAN TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- GER 1130 Beginning Intensive German 1 (5 credits) or GER1125 Discover German 1 (5 credits)
- GER 1131 Beginning Intensive German 2 (5 credits) or GER 1126 Discover German 2 (5 credits)
- GER 2220 Intermediate German 1 (3 credits)
- GER 2240 Intermediate German 2 (3 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE: 6 credits from the following:

- GER 3470 Advanced German Abroad (3-9 credits)
- GER 3234 Reading German Texts (3 credits)
- GER 3401 German Grammar Review (3 credits)
- GER 3300 Writing German Texts (3 credits)
- GER 3413 German Listening Comprehension and Speaking (3 credits)

ELECTIVES FOR THE MAJOR

ADVANCED ELECTIVES: 18 credits from the following with at least two courses with GER or GEW prefix at 4000 level

- GER 3330 German Language & Culture 1 (3 credits)
- GER 3331 German Language & Culture 2 (3 credits)
- GER 3332 Topics in German Film and Culture (1 credit)
- GER 3440 German in Business (3 credits)
- GER 4482 Cultural Identity and Intercultural Competence (3 credits)
- GER 4850 Structure & Stylistics of German (3 credits)
- GER 4930 Variable Topics in German Studies (3 credits)
- GET 3003 German Culture & Civilization 1 (3 credits)

- GET 3004 Modern German Culture and Civilization (3 credits)
- GET 3200 Literature of Knighthood (3 credits)
- GET 3501 History, Literature and Arts of Berlin (3 credits)
- GET 3520 Early German Cinema (4 credits)
- GET 3580 Representations of War in Literature and Visual Media (3 credits)
- GET 3581 Limits Representations: Literature and Arts of the Holocaust (3 credits)
- GET 3930 Variable Topics in German Studies (3 credits)
- GET 4291 Women and German Cinema (4 credits)
- GET 4293 New German Cinema 1945 to Present (4 credits)
- GET 4930 Variable Topics in German Studies (3 credits)
- GEW 3100 Survey of German Lit.1 (3 credits)
- GEW 3101 Survey of German Lit. 2 (3 credits)
- GEW 3930 Variable Topics in German (3 credits)
- GEW 4301 Introduction to German Drama and Theater (3 credits)
- GEW 4400 Medieval Studies in Germany (3 credits)
- GEW 4542 Romantics and Revolutionaries (3 credits)
- GEW 4730 Modern German Literature (3 credits)
- GEW 4731 Contemporary German Literature (3 credits)
- GEW 4750 Women in German Literature (3 credits)
- GEW 4760 Ethnic Writing in Germany (3 credits)
- GEW 4905 Individual Work (3 credit max.)
- GEW 4930 Seminar in Germanic Languages and Literatures (3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Intensive Area Studies: German (*Recommended for those planning to pursue careers requiring advanced level skills in German or graduate work in German Studies*)

Although courses may appear in more than one group they may be counted toward only one group

GER 3234 Reading German Texts (3 credits)	GET 4293 New German Cinema (4 credits)
GER 3330 German Lang. & Culture 1 (3 credits)	GET 4930 Variable Topics in German (3 credits)
GER 3331 German Lang. & Culture 2 (3 credits)	GEW 3100 Survey of German Lit. 1 (3 credits)
GER 3332 Topics in German Film & Culture (1 credit)	GEW 3101 Survey of German Lit. 2 (3 credits)
GER 3440 German in Business (3 credits)	GEW 3930 Variable Topics in German (3 credits)
GER 4482 Cultural Identity & Intercultural Competence (3 credits)	GEW 4301 Intro. to German Drama & Theater (3 credits)
GER 4850 Structure & Stylistics German (3 credits)	GEW 4400 Medieval Studies in Germany (3 credits)
GER 4930 Variable Topics German (3 credits)	GEW 4542 Romantics and Revolutionaries (3 credits)
GET 3200 Literature of Knighthood (3 credits)	GEW 4730 Modern German Literature (3 credits)
GET 3501 History, Lit., Arts of Berlin (3 credits)	GEW 4731 Contemporary German Literature (3 credits)
GET 3520 Early German Cinema (4 credits)	GEW 4750 Women in German Lit. (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	GEW 4760 Ethnic Writing in Germany (3 credits)
GET 3581 Lit and Arts of the Holocaust	GEW 4930 Seminar Germanic Languages & Literatures (3 credits)
GET 4930 Variable Topics in German (3 credits)	
GET 4291 Women and German Cinema (4 credits)	

2. Comparative Cultural Studies

<p>ABT 3500 Arabic Culture (3 credits) ARA 3510 The Arab Woman (3 credits) CHT 3500 Chinese Culture (3 credits) CHT 3513 Taoism & Chinese Culture (3 credits) CZT 3564 Modern Czech Culture & Society (3 credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3003 German Culture & Civilization 1 (3 credits) GET 3004 Modern German Culture & Civilization (3 credits) HAI 3930 Haitian Culture & Society (3 credits) HAT 3503 Haitian Culture & Literature (3 credits) HAT 3564 Haitian Culture & Society (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3700 Italian Perspectives Holocaust (3 credits)</p>	<p>ITT 3930 Special Topics in Italian (3 credits) JPT 3500 Japanese Culture (3 credits) JPT 4502 Japanese Folklore (3 credits) PLT 3504 19th c. Polish Culture & Society (3 credits) PLT 3564 Modern Polish Culture & Society (3 credits) RUT 3500 Russian Cultural Heritage (3 credits) RUT 3501 Cont. Russian Culture & Society (3 credits) RUT 3503 Violence & Terror in Russian Experience (3 credits) RUT 3504 Russia Today (3 credits) RUT 3530 Russia's Struggle with Nature (3 credits) RUT 3600 20th c. through Slavic Eyes (3 credits) VTT 3500 Vietnamese Culture (3 credits) YOT 3500 Yoruba Diaspora in New World (3 credits)</p>
--	--

3. Film and Visual Culture

<p>CHI 4930 Special Topics in Chinese (3 credits) CHT 3391 Chinese Film and Media (4 credits) CZT 3520 Modern Czech Cinema (4 credits) FRT 3520 French Cinema (4 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) FRT 4523 Euro Identities, Euro Cinema (4 credits) GET 3520 Early German Cinema (4 credits) GET 3580 War in Lit/Visual Media (3 credits) GET 3581 Lit and Arts of the Holocaust (3 credits) GET 4291 Women and German Cinema (4 credits)</p>	<p>GET 4293 New German Cinema (4 credits) GET 4930 Variable Topics in German (3 credits) HBR 4930 Special Topics (3 credits) ITT 3521 Italian Cinema (4 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3541 Italian Mafia Movies (3 credits) ITT 3930 Special Topics in Italian (3 credits) JPN 4930 Special Topics in Japanese (3 credits) JPT 3391 Intro to Japanese Film (4 credits) PLT 3520 Polish Cinema (4 credits) SSA 4930 Special Topics: African Film (3 credits)</p>
--	---

4. Literary Studies

<p>ABT 3130 Arabic Literary Heritage (3 credits) CHI 4930 Special Topics in Chinese (3 credits) CHT 3110 Chinese Literary Heritage (3 credits) CHT 3123 Pre-modern Chinese Fiction (3 credits) CHT 3124 Modern Chinese Fiction (3 credits) CHT 4111 Dream of the Red Chamber (3 credits) CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits) CHT 4603 Journey to the West (3 credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3200 Literature of Knighthood (3 credits) GET 3501 History, Literature, Arts of Berlin (3 credits)</p>	<p>ITT 3700 Italian Perspectives Holocaust (3 credits) ITT 3930 Special Topics Italian (3 credits) JPT 3100 Tales of Kyoto (3 credits) JPT 3120 Modern Japanese Fiction in Translation (3 credits) JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits) JPT 3140 Modern Women Writers (3 credits) JPT 3150 Classical Japanese Poetry (3 credits) JPT 3300 Samurai War Tales (3 credits) JPT 4130 Tale of Genji (3 credits) JPT 4502 Japanese Folklore (3 credits) PLT 3930 Special Topics in Polish (3 credits) RUT 3101 Russian Masterpieces (3 credits)</p>
---	--

GET 3580 War in Lit/Visual Media (3 credits)	RUT 3441 Tolstoy & Dostoevsky (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	RUT 3442 Themes from Russian Lit. (3 credits)
GET 4930 Variable Topics in German (3 credits)	RUT 3452 20th c. Russian Literature (3 credits)
HAT 3503 Haitian Culture & Lit. in Translation (3 credits)	RUT 3503 Violence & Terror in Russian (3 credits)
HBR 4930 Special Topics in Hebrew (3 credits)	RUT 3514 Russian Fairy Tales (3 credits)
HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HBT 3233 Israeli History & Cont. Novel (3 credits)	RUT 3600 20th c. Slavic Eyes (3 credits)
HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)
HBT 3563 Women in Mod. Hebrew Fiction (3 credits)	RUT 4440 Pushkin & Gogol (3 credits)
HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits)	RUT 4450 Russian Modernism (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	SST 4502 African Oral Literatures (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	SSW 3303 Swahili Oral Literatures (3 credits)
	SSW 4713 African Women Writers (3 credits)
	YOR 4502 Yoruba Oral Literatures (3 credits)

5. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits)	MEM 3301 Palaces and Cities (3 credits)
GET 3200 Literature of Knighthood (3 credits)	MEM 3730 Studies in Holy Roman Empire (3 credits)
ITT 3431 Italy and Pilgrimages (3 credits)	MEM 3805 Research Methods in Medieval & Early Modern (3 credits)
JPT 3300 Samurai War Tales (3 credits)	MEM 3931 Topics Medieval & Early Modern (3 credits)
MEM 3003 Intro to Medieval World (3 credits)	
MEM 3300 Castles and Cloisters (3 credits)	

6. HEBREW TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- HBR 1130 Beginning Hebrew 1 (5 credits)
- HBR 1131 Beginning Hebrew 2 (5 credits)
- HBR 2220 Intermediate Hebrew 1 (4 credits)
- HBR 2221 Intermediate Hebrew 2 (4 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE (6 credits)

- HBR 3410 Advanced Modern Hebrew 1 (3 credits)
- HBR 3411 Advanced Modern Hebrew 2 (3 credits)

ELECTIVES FOR THE MAJOR

ADVANCED ELECTIVES: 18 credits, with at least two courses at 4000 level

- HBR 4905 Individual Work (3 credit max.)
- HBR 4930 Special Topics (3 credits)
- HBT 3223 Identity & Dissent in Hebrew Short Story (3 credits)
- HBT 3233 Israeli History and the Contemporary Novel (3 credits)
- HBT 3562 Jews and Arabs in Modern Hebrew Fiction (3 credits)
- HBT 3563 Women in Modern Hebrew Fiction (3 credits)

- HBT 3564 Motherhood in Modern Hebrew Literature (3 credits)
- HMW 3200 Introduction to Modern Hebrew Literature 1 (3 credits)
- HMW 3201 Introduction to Modern Hebrew Literature 2 (3 credits)
- HMW 4200 Readings in Modern Hebrew Literature 1 (3 credits)
- HMW 4201 Readings in Modern Hebrew Literature 2 (3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Comparative Cultural Studies

ABT 3500 Arabic Culture (3 credits) ARA 3510 The Arab Woman (3 credits) CHT 3500 Chinese Culture (3 credits) CHT 3513 Taoism & Chinese Culture (3 credits) CZT 3564 Modern Czech Culture & Society (3 credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3003 German Culture & Civilization 1 (3 credits) GET 3004 Modern German Culture & Civilization (3 credits) HAI 3930 Haitian Culture & Society (3 credits) HAT 3503 Haitian Culture & Literature (3 credits) HAT 3564 Haitian Culture & Society (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3700 Italian Perspectives on Holocaust (3 credits)	ITT 3930 Special Topics in Italian (3 credits) JPT 3500 Japanese Culture (3 credits) JPT 4502 Japanese Folklore (3 credits) PLT 3504 19th c. Polish Culture & Society (3 credits) PLT 3564 Modern Polish Culture & Society (3 credits) RUT 3500 Russian Cultural Heritage (3 credits) RUT 3501 Cont. Russian Culture & Society (3 credits) RUT 3503 Violence & Terror in Russian Experience (3 credits) RUT 3504 Russia Today (3 credits) RUT 3530 Russia's Struggle with Nature (3 credits) RUT 3600 20th Century through Slavic Eyes (3 credits) VTT 3500 Vietnamese Culture (3 credits) YOT 3500 Yoruba Diaspora in New World (3 credits)
--	--

2. Film and Visual Culture

CHI 4930 Special Topics in Chinese (3 credits) CHT 3391 Chinese Film and Media (4 credits) CZT 3520 Modern Czech Cinema (4 credits) FRT 3520 French Cinema (4 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) FRT 4523 Euro Identities, Euro Cinema (4 credits) GET 3520 Early German Cinema (4 credits) GET 3580 War in Lit/Visual Media (3 credits) GET 3581 Lit and Arts of the Holocaust (3 credits) GET 4291 Women and German Cinema (4 credits)	GET 4293 New German Cinema (4 credits) GET 4930 Variable Topics in German (3 credits) HBR 4930 Special Topics (3 credits) ITT 3521 Italian Cinema (4 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3541 Italian Mafia Movies (3 credits) ITT 3930 Special Topics in Italian (3 credits) JPN 4930 Special Topics in Japanese (3 credits) JPT 3391 Intro to Japanese Film (4 credits) PLT 3520 Polish Cinema (4 credits) SSA 4930 Special Topics: African Film (3 credits)
---	--

3. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits) CHI 4930 Special Topics in Chinese (3 credits) CHT 3110 Chinese Literary Heritage (3 credits) CHT 3123 Pre-modern Chinese Fiction (3 credits) CHT 3124 Modern Chinese Fiction (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits) ITT 3930 Special Topics Italian (3 credits) JPT 3100 Tales of Kyoto (3 credits) JPT 3120 Modern Japanese Fiction in
---	--

<p>CHT 4111 Dream of the Red Chamber (3 credits) CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits) CHT 4603 Journey to the West (3 credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3200 Literature of Knighthood (3 credits) GET 3501 History, Literature, Arts of Berlin (3 credits) GET 3580 War in Lit/Visual Media (3 credits) GET 3581 Lit and Arts of the Holocaust (3 credits) GET 4930 Variable Topics in German (3 credits) HAT 3503 Haitian Culture & Lit. in Translation (3 credits) HBR 4930 Special Topics in Hebrew (3 credits) HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits) HBT 3233 Israeli History & Cont. Novel (3 credits) HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits) HBT 3563 Women in Mod. Hebrew Fiction (3 credits) HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits) ITT 3431 Italy & Pilgrimages (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits)</p>	<p>Translation (3 credits) JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits) JPT 3140 Modern Women Writers (3 credits) JPT 3150 Classical Japanese Poetry (3 credits) JPT 3300 Samurai War Tales (3 credits) JPT 4130 Tale of Genji (3 credits) JPT 4502 Japanese Folklore (3 credits) PLT 3930 Special Topics in Polish (3 credits) RUT 3101 Russian Masterpieces (3 credits) RUT 3441 Tolstoy & Dostoevsky (3 credits) RUT 3442 Themes from Russian Lit. (3 credits) RUT 3452 20th c. Russian Literature (3 credits) RUT 3503 Violence & Terror in Russian (3 credits) RUT 3514 Russian Fairy Tales (3 credits) RUT 3530 Russia's Struggle with Nature (3 credits) RUT 3600 20th c. Slavic Eyes (3 credits) RUT 3930 Variable Topics Russian (3 credits) RUT 4440 Pushkin & Gogol (3 credits) RUT 4450 Russian Modernism (3 credits) SST 4502 African Oral Literatures (3 credits) SSW 3303 Swahili Oral Literatures (3 credits) SSW 4713 African Women Writers (3 credits) YOR 4502 Yoruba Oral Literatures (3 credits)</p>
---	---

4. Medieval and Early Modern Studies

<p>CHT 4122 Religious Dimensions of Late Imperial China (3 credits) GET 3200 Literature of Knighthood (3 credits) ITT 3431 Italy and Pilgrimages (3 credits) JPT 3300 Samurai War Tales (3 credits) MEM 3003 Intro to Medieval World (3 credits) MEM 3300 Castles and Cloisters (3 credits)</p>	<p>MEM 3301 Palaces and Cities (3 credits) MEM 3730 Studies in Holy Roman Empire (3 credits) MEM 3805 Research Methods in Medieval & Early Modern (3 credits) MEM 3931 Topics Medieval & Early Modern (3 credits)</p>
--	--

7. ITALIAN TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- ITA 1130 Beginning Italian 1 (5 credits)
- ITA 1131 Beginning Italian 2 (5 credits)
- ITA 2220 Intermediate Italian 1 (4 credits)
- ITA 2221 Intermediate Italian 2 (4 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE (6 credits)

- ITA 3420 Grammar and Composition 1 (3 credits)
- ITA 3564 Contemporary Italian Culture (3 credits)

ELECTIVES FOR THE MAJOR

ADVANCED ELECTIVES: 18 credits with at least two courses at 4000 level with no more than two ITT prefix courses allowed.

- ITA 3224 Italian Enhancement (1-5 credits)
- ITA 3500 Italian Civilization (3 credits)
- ITA 4905 Individual Work (3 credit max.)
- ITT 3431 Italy and Pilgrimages (3 credits)
- ITT 3521 Italian Cinema (4 credits)
- ITT 3540 Murder Italian Style: Crime Fiction and Film in Italy (3 credits)
- ITT 3541 Italian Mafia Movies (3 credits)
- ITT 3700 Demolition of Man: Italian Perspectives on the Jewish Holocaust (3 credits)
- ITT 3930 Special Topics in Italian (3 credits)
- ITW 3100 Introduction to Italian Lit. 1 (3 credits)
- ITW 3101 Introduction to Italian Lit. 2 (3 credits)
- ITW 3310 Italian Play Production (3 credits)
- ITW 4026C Representing Humble Italy: Literature & Cinema of Italian South (3 credits)
- ITW 4253 Delitto all'italiana: Crime Fiction and Film in Italy (3 credits)
- ITW 4491 Italian Theater: Renaissance to Early Modern Era (3 credits)
- ITW 4526 Mad Love in Modern Italian Literature (3 credits)
- ITW 4600 Dante's Inferno (3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Intensive Area Studies: Italian *(Recommended for those planning to pursue careers requiring advanced level skills in Italian or graduate work in Italian Studies)*

Although courses may appear in more than one group they may be counted toward only one group

ITA 3224 Italian Enhancement (1-5 credits)	ITW 3101 Intro. to Italian Literature 2 (3 credits)
ITA 3500 Italian Civilization (3 credits)	ITW 3310 Italian Play Production (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	ITW 4026C Representing Humble Italy: Lit. & Cinema of Italian South (3 credits)
ITT 3521 Italian Cinema (3 credits)	ITW 4253 Delitto all'italiana: Crime Fiction & Film (3 credits)
ITT 3540 Murder Italian Style: Crime Fiction/Film in Italy (3 credits)	ITW 4491 Italian Theater: Renaissance to Early Modern (3 credits)
ITT 3541 Italian Mafia Movies (3 credits)	ITW 4526 Mad Love in Mod. Italian Lit. (3 credits)
ITT 3700 Italian Perspectives on the Jewish Holocaust (3 credits)	ITW 4600 Dante's Inferno (3 credits)
ITT 3930 Special Topics Italian (3 credits)	
ITW 3100 Intro. to Italian Lit 1 (3 credits)	

2. Comparative Cultural Studies

ABT 3500 Arabic Culture (3 credits)	ITT 3930 Special Topics in Italian (3 credits)
ARA 3510 The Arab Woman (3 credits)	JPT 3500 Japanese Culture (3 credits)
CHT 3500 Chinese Culture (3 credits)	JPT 4502 Japanese Folklore (3 credits)
CHT 3513 Taoism & Chinese Culture (3 credits)	PLT 3504 19th c. Polish Culture & Society (3 credits)
CZT 3564 Modern Czech Culture & Society (3 credits)	PLT 3564 Modern Polish Culture & Society (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	RUT 3500 Russian Cultural Heritage (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	RUT 3501 Cont. Russian Culture & Society (3 credits)

GET 3003 German Culture & Civilization 1 (3 credits)	RUT 3503 Violence & Terror in Russian Experience (3 credits)
GET 3004 Modern German Culture & Civilization (3 credits)	RUT 3504 Russia Today (3 credits)
HAI 3930 Haitian Culture & Society (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HAT 3503 Haitian Culture & Literature (3 credits)	RUT 3600 20th Century through Slavic Eyes (3 credits)
HAT 3564 Haitian Culture & Society (3 credits)	VTT 3500 Vietnamese Culture (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	YOT 3500 Yoruba Diaspora in New World (3 credits)
ITT 3700 Italian Perspectives on Holocaust (3 credits)	

3. Film and Visual Culture

CHI 4930 Special Topics in Chinese (3 credits)	GET 4293 New German Cinema (4 credits)
CHT 3391 Chinese Film and Media (4 credits)	GET 4930 Variable Topics in German (3 credits)
CZT 3520 Modern Czech Cinema (4 credits)	HBR 4930 Special Topics (3 credits)
FRT 3520 French Cinema (4 credits)	ITT 3521 Italian Cinema (4 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	ITT 3540 Crime Fiction & Film in Italy (3 credits)
FRT 4523 Euro Identities, Euro Cinema (4 credits)	ITT 3541 Italian Mafia Movies (3 credits)
GET 3520 Early German Cinema (4 credits)	ITT 3930 Special Topics in Italian (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	JPN 4930 Special Topics in Japanese (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	JPT 3391 Intro to Japanese Film (4 credits)
GET 4291 Women and German Cinema (4 credits)	PLT 3520 Polish Cinema (4 credits)
	SSA 4930 Special Topics: African Film (3 credits)

4. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits)
CHI 4930 Special Topics in Chinese (3 credits)	ITT 3930 Special Topics Italian (3 credits)
CHT 3110 Chinese Literary Heritage (3 credits)	JPT 3100 Tales of Kyoto (3 credits)
CHT 3123 Pre-modern Chinese Fiction (3 credits)	JPT 3120 Modern Japanese Fiction in Translation (3 credits)
CHT 3124 Modern Chinese Fiction (3 credits)	JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits)
CHT 4111 Dream of the Red Chamber (3 credits)	JPT 3140 Modern Women Writers (3 credits)
CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)	JPT 3150 Classical Japanese Poetry (3 credits)
CHT 4603 Journey to the West (3 credits)	JPT 3300 Samurai War Tales (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	JPT 4130 Tale of Genji (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	JPT 4502 Japanese Folklore (3 credits)
GET 3200 Literature of Knighthood (3 credits)	PLT 3930 Special Topics in Polish (3 credits)
GET 3501 History, Literature, Arts of Berlin (3 credits)	RUT 3101 Russian Masterpieces (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	RUT 3441 Tolstoy & Dostoevsky (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	RUT 3442 Themes from Russian Lit. (3 credits)
GET 4930 Variable Topics in German (3 credits)	RUT 3452 20th c. Russian Literature (3 credits)
HAT 3503 Haitian Culture & Lit. in Translation (3 credits)	RUT 3503 Violence & Terror in Russian (3 credits)
HBR 4930 Special Topics in Hebrew (3 credits)	RUT 3514 Russian Fairy Tales (3 credits)
HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HBT 3233 Israeli History & Cont. Novel (3 credits)	RUT 3600 20th c. Slavic Eyes (3 credits)
HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)

credits) HBT 3563 Women in Mod. Hebrew Fiction (3 credits) HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits) ITT 3431 Italy & Pilgrimages (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits)	RUT 4440 Pushkin & Gogol (3 credits) RUT 4450 Russian Modernism (3 credits) SST 4502 African Oral Literatures (3 credits) SSW 3303 Swahili Oral Literatures (3 credits) SSW 4713 African Women Writers (3 credits) YOR 4502 Yoruba Oral Literatures (3 credits)
---	--

5. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits) GET 3200 Literature of Knighthood (3 credits) ITT 3431 Italy and Pilgrimages (3 credits) JPT 3300 Samurai War Tales (3 credits) MEM 3003 Intro to Medieval World (3 credits) MEM 3300 Castles and Cloisters (3 credits)	MEM 3301 Palaces and Cities (3 credits) MEM 3730 Studies in Holy Roman Empire (3 credits) MEM 3805 Research Methods in Medieval & Early Modern (3 credits) MEM 3931 Topics Medieval & Early Modern (3 credits)
---	---

8. JAPANESE TRACK

Required Preparatory Courses (not included in the 33 hours for the major)

- JPN 1130 Beginning Japanese 1 (5 credits)
- JPN 1131 Beginning Japanese 2 (5 credits)
- JPN 2220 Intermediate Japanese 1 (5 credits)
- JPN 2221 Intermediate Japanese 2 (5 credits)
- LIN 3010 Introduction to Linguistics (3 credits)

REQUIRED COURSES FOR THE MAJOR

ADVANCED LANGUAGE AND CULTURE (9 credits)

- JPN 3410 Advanced Japanese 1 (3 credits)
- JPN 3411 Advanced Japanese 2 (3 credits)
- JPT 3500 Introduction to Japanese Culture (3 credits)

ELECTIVES FOR THE MAJOR

ADVANCED ELECTIVES: 15 credits with at least two courses at 4000 level and at least one course with a JPW prefix.

- JPN 3440 Business Japanese (3 credits)
- JPN 3730 Language in Japanese Society (3 credits)
- JPN 4850 Structure of Japanese (3 credits)
- JPN 4905 Individual Work (3 credit max.)
- JPN 4930 Special Topics (3 credits)
- JPN 4935 Senior Honors Thesis (3 credits)
- JPN 4940 Internship (1-6 credits)
- JPT 3100 Tales of Kyoto (3 credits)
- JPT 3120 Modern Japanese Fiction in Translation (3 credits)
- JPT 3121 Contemporary Japanese Literature: Postwar to Postmodern (3 credits)
- JPT 3140 Modern Women Writers (3 credits)
- JPT 3150 Classical Japanese Poetry (3 credits)
- JPT 3300 Samurai War Tales (3 credits)

- JPT 3391 Introduction to Japanese Film (4 credits)
- JPT 4130 Tale of Genji (3 credits)
- JPT 4502 Japanese Folklore (3 credits)
- JPT 4510 Representation of Japan's Modern Empire (3 credits)
- JPW 3143 Classical Japanese 1 (3 credits)
- JPW 3144 Classical Japanese 2 (3 credits)
- JPW 4130 Readings in Japanese Literature (3 credits)
- JPW 4131 Japanese Texts and Contexts (3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Intensive Area Studies: Japanese (Option 1 China or Option 2 Comparative East Asia)

(Recommended for those planning to pursue careers requiring advanced knowledge of Japanese language and culture or graduate work in Japanese Studies)

<p>Option 1: China</p> <p>CHI 3403 Chinese Calligraphy (3 credits)</p> <p>CHI 3440 Business Chinese (3 credits)</p> <p>CHI 4850 Structure of Chinese (3 credits)</p> <p>CHI 4930 Special Topics (3 credits)</p> <p>CHI 4935 Senior Thesis (3 credits)</p> <p>CHI 4940 Internship (1-6 credits)</p> <p>CHT 3110 Chinese Literary Heritage (3 credits)</p> <p>CHT 3123 Pre-Modern Chinese Fiction in Translation (3 credits)</p> <p>CHT 3124 Modern Chinese Fiction in Translation (3 credits)</p> <p>CHT 3500 Chinese Culture (3 credits)</p> <p>CHT 3513 Taoism and Chinese Culture (3 credits)</p> <p>CHT 4111 Dream of the Red Chamber (3 credits)</p> <p>CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)</p> <p>CHT 4603 Journey to the West (3 credits)</p>	<p>Option 2: Comparative Studies East Asia</p> <p>ANT 4146 Prehistory of SE Asia (3 credits)</p> <p>ASH 3303 Modern Korea: Power & Protest</p> <p>ASH 3305 History, Memory, Nation in East Asia (3 credits)</p> <p>ASH 3381 Women in Mod. South Asian History (3 credits)</p> <p>ASH 3404 Modern China (3 credits)</p> <p>ASH 3442 Modern Japan (3 credits)</p> <p>ASH 3443 Japan to 1600 (3 credits)</p> <p>ASH 4930 Special Topics: Pacific War (3 credits)</p> <p>CPO 3513 Asian Politics (3 credits)</p> <p>ECS 4203 Economics of East Asia (3 credits)</p> <p>REL 3318 Chinese Religions (3 credits)</p> <p>REL 3335 Hindu Sacred Texts (3 credits)</p> <p>REL 3336 Religion in Mod India (3 credits)</p> <p>REL 3344 Chinese Buddhism (3 credits)</p> <p>REL 3938 Special Topics: Buddhist Meditation (3 credits)</p> <p>VTT 3500 Vietnamese Culture (3 credits)</p> <p>WST 3415 Transnational Feminisms (3 credits)</p>
--	---

2. Comparative Cultural Studies

<p>ABT 3500 Arabic Culture (3 credits)</p> <p>ARA 3510 The Arab Woman (3 credits)</p> <p>CHT 3500 Chinese Culture (3 credits)</p> <p>CHT 3513 Taoism & Chinese Culture (3 credits)</p> <p>CZT 3564 Modern Czech Culture & Society (3 credits)</p> <p>FRT 3004 Monuments & Masterpieces of France (3 credits)</p> <p>FRT 3561 Women in French Lit/Cinema (3-4 credits)</p>	<p>ITT 3930 Special Topics in Italian (3 credits)</p> <p>JPT 3500 Japanese Culture (3 credits)</p> <p>JPT 4502 Japanese Folklore (3 credits)</p> <p>PLT 3504 19th c. Polish Culture & Society (3 credits)</p> <p>PLT 3564 Modern Polish Culture & Society (3 credits)</p> <p>RUT 3500 Russian Cultural Heritage (3 credits)</p> <p>RUT 3501 Cont. Russian Culture & Society (3 credits)</p>
---	---

<p>GET 3003 German Culture & Civilization 1 (3 credits)</p> <p>GET 3004 Modern German Culture & Civilization (3 credits)</p> <p>HAI 3930 Haitian Culture & Society (3 credits)</p> <p>HAT 3503 Haitian Culture & Literature (3 credits)</p> <p>HAT 3564 Haitian Culture & Society (3 credits)</p> <p>ITT 3540 Crime Fiction & Film in Italy (3 credits)</p> <p>ITT 3700 Italian Perspectives on Holocaust (3 credits)</p>	<p>RUT 3503 Violence & Terror in Russian Experience (3 credits)</p> <p>RUT 3504 Russia Today (3 credits)</p> <p>RUT 3530 Russia's Struggle with Nature (3 credits)</p> <p>RUT 3600 20th Century through Slavic Eyes (3 credits)</p> <p>VTT 3500 Vietnamese Culture (3 credits)</p> <p>YOT 3500 Yoruba Diaspora in New World (3 credits)</p>
---	---

3. Film and Visual Culture

<p>CHI 4930 Special Topics in Chinese (3 credits)</p> <p>CHT 3391 Chinese Film and Media (4 credits)</p> <p>CZT 3520 Modern Czech Cinema (4 credits)</p> <p>FRT 3520 French Cinema (4 credits)</p> <p>FRT 3561 Women in French Lit/Cinema (3-4 credits)</p> <p>FRT 4523 Euro Identities, Euro Cinema (4 credits)</p> <p>GET 3520 Early German Cinema (4 credits)</p> <p>GET 3580 War in Lit/Visual Media (3 credits)</p> <p>GET 3581 Lit and Arts of the Holocaust (3 credits)</p> <p>GET 4293 New German Cinema (4 credits)</p>	<p>GET 4930 Variable Topics in German (3 credits)</p> <p>HBR 4930 Special Topics (3 credits)</p> <p>ITT 3521 Italian Cinema (4 credits)</p> <p>ITT 3540 Crime Fiction & Film in Italy (3 credits)</p> <p>ITT 3541 Italian Mafia Movies (3 credits)</p> <p>ITT 3930 Special Topics in Italian (3 credits)</p> <p>JPN 4930 Special Topics in Japanese (3 credits)</p> <p>JPT 3391 Intro to Japanese Film (4 credits)</p> <p>PLT 3520 Polish Cinema (4 credits)</p> <p>SSA 4930 Special Topics: African Film (3 credits)</p>
--	---

4. Literary Studies

<p>ABT 3130 Arabic Literary Heritage (3 credits)</p> <p>CHI 4930 Special Topics in Chinese (3 credits)</p> <p>CHT 3110 Chinese Literary Heritage (3 credits)</p> <p>CHT 3123 Pre-modern Chinese Fiction (3 credits)</p> <p>CHT 3124 Modern Chinese Fiction (3 credits)</p> <p>CHT 4111 Dream of the Red Chamber (3 credits)</p> <p>CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)</p> <p>CHT 4603 Journey to the West (3 credits)</p> <p>FRT 3004 Monuments & Masterpieces of France (3 credits)</p> <p>FRT 3561 Women in French Lit/Cinema (3-4 credits)</p> <p>GET 3200 Literature of Knighthood (3 credits)</p> <p>GET 3501 History, Literature, Arts of Berlin (3 credits)</p> <p>GET 3580 War in Lit/Visual Media (3 credits)</p> <p>GET 3581 Lit and Arts of the Holocaust (3 credits)</p> <p>GET 4930 Variable Topics in German (3 credits)</p> <p>HAT 3503 Haitian Culture & Lit. in Translation (3 credits)</p> <p>HBR 4930 Special Topics in Hebrew (3 credits)</p> <p>HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)</p> <p>HBT 3233 Israeli History & Cont. Novel (3 credits)</p> <p>HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)</p>	<p>ITT 3700 Italian Perspectives Holocaust (3 credits)</p> <p>ITT 3930 Special Topics Italian (3 credits)</p> <p>JPT 3100 Tales of Kyoto (3 credits)</p> <p>JPT 3120 Modern Japanese Fiction in Translation (3 credits)</p> <p>JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits)</p> <p>JPT 3140 Modern Women Writers (3 credits)</p> <p>JPT 3150 Classical Japanese Poetry (3 credits)</p> <p>JPT 3300 Samurai War Tales (3 credits)</p> <p>JPT 4130 Tale of Genji (3 credits)</p> <p>JPT 4502 Japanese Folklore (3 credits)</p> <p>PLT 3930 Special Topics in Polish (3 credits)</p> <p>RUT 3101 Russian Masterpieces (3 credits)</p> <p>RUT 3441 Tolstoy & Dostoevsky (3 credits)</p> <p>RUT 3442 Themes from Russian Lit. (3 credits)</p> <p>RUT 3452 20th c. Russian Literature (3 credits)</p> <p>RUT 3503 Violence & Terror in Russian (3 credits)</p> <p>RUT 3514 Russian Fairy Tales (3 credits)</p> <p>RUT 3530 Russia's Struggle with Nature (3 credits)</p> <p>RUT 3600 20th c. Slavic Eyes (3 credits)</p> <p>RUT 3930 Variable Topics Russian (3 credits)</p>
---	--

credits) HBT 3563 Women in Mod. Hebrew Fiction (3 credits) HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits) ITT 3431 Italy & Pilgrimages (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits)	RUT 4440 Pushkin & Gogol (3 credits) RUT 4450 Russian Modernism (3 credits) SST 4502 African Oral Literatures (3 credits) SSW 3303 Swahili Oral Literatures (3 credits) SSW 4713 African Women Writers (3 credits) YOR 4502 Yoruba Oral Literatures (3 credits)
---	--

5. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits) GET 3200 Literature of Knighthood (3 credits) ITT 3431 Italy and Pilgrimages (3 credits) JPT 3300 Samurai War Tales (3 credits) MEM 3003 Intro to Medieval World (3 credits) MEM 3300 Castles and Cloisters (3 credits)	MEM 3301 Palaces and Cities (3 credits) MEM 3730 Studies in Holy Roman Empire (3 credits) MEM 3805 Research Methods in Medieval & Early Modern (3 credits) MEM 3931 Topics Medieval & Early Modern (3 credits)
---	---

9. RUSSIAN TRACK

Required Preparatory Courses

- RUS 1130 Introduction to Russian Language and Culture 1 (5 credits)
- RUS 1131 Introduction to Russian Language and Culture 2 (5 credits)
- RUS 2220 Intermediate Russian 1 (4 credits)

REQUIRED COURSES FOR THE MAJOR

- RUS 3400 Intermediate Russian 2 (4 credits)

ELECTIVE COURSES FOR THE MAJOR

ADVANCED ELECTIVES: 21 credits distributed as follows:

Language, Literature, Culture in Russian: 12 credits with at least one course at 4000 level:

- RUS 3240 Oral Practice in Russian (3 credits)
- RUS 4300 Advanced Grammar & Composition (3 credits)
- RUS 4411 Advanced Oral Practice (3 credits)
- RUS 4501 Russian Studies Research Seminar (3 credits)
- RUS 4502 Language & Culture of Russian Business World (3 credits)
- RUS 4503 Theory and Practice of Russian-English Translation 1 (3 credits)
- RUS 4504 Theory and Practice of Russian-English Translation 2 (3 credits)
- RUS 4700 Structure of Russian Language (3 credits)
- RUS 4780 Corrective Phonetics and Intonation (3 credits)
- RUS 4905 Individual Work (3 credit max.)
- RUS 4930 Special Topics in Russian
- RUW 3100 Reading Russian Press
- RUW 3101 Reading Russian Lit. (3 credits)

- RUW 4301 Russian Drama and Poetry (3 credits)
- RUW 4341 Russian Media Culture (3 credits)
- RUW 4370 Russian Short Prose (3 credits)
- RUW 4630 Reading Eugene Onegin: Pushkin & Nabokov (3 credits)
- RUW 4932 Selected Readings in Russian (1-3 credits)

Russian Literature and Culture in English: 9 credits with at least one course at 4000 level:

- RUT 3101 Russian Masterpieces (3 credits)
- RUT 3441 Tolstoy and Dostoevsky (3 credits)
- RUT 3442 Themes from Russian Literature (3 credits)
- RUT 3452 Russian Literature of the Twentieth Century (3 credits)
- RUT 3500 Russian Cultural Heritage (3 credits)
- RUT 3501 Cont. Russian Culture and Society (3 credits)
- RUT 3503 Violence and Terror in Russian Experience (3 credits)
- RUT 3504 Russia Today (3 credits)
- RUT 3514 Russian Fairy Tales (3 credits)
- RUT 3530 Russia's Struggle with Nature (3 credits)
- RUT 3600 20th c. through Slavic Eyes (3 credits)
- RUT 3930 Variable Topics in Russian (1-3 credits)
- RUT 4440 Pushkin and Gogol (3 credits)
- RUT 4450 Russian Modernism (3 credits)
- RUT 4930 Variable Topics in Russian (1-3 credits)

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Intensive Area Studies: Russian (*Recommended for those planning to pursue careers requiring advanced level skills in Russian or graduate work in Russian Studies*)

Although courses may appear in more than one group they may be counted toward only one group

RUS 3240 Oral Practice in Russian (3 credits)	RUS 4700 Structure of Russian Language (3 credits)
RUS 4300 Advanced Grammar & Composition (3 credits)	RUS 4780 Corrective Phonetics & Intonation (3 credits)
RUS 4411 Advanced Oral Practice (3 credits)	RUW 3100 Reading Russian Press (3 credits)
RUS 4501 Russian Studies Research Seminar (3 credits)	RUW 3101 Reading Russian Lit. (3 credits)
RUS 4502 Language & Culture of Russian Business World (3 credits)	RUW 4301 Russian Drama & Poetry (3 credits)
RUS 4503 Theory & Practice of Russian-English Translation 1 (3 credits)	RUW 4341 Russian Media Culture (3 credits)
RUS 4504 Theory & Practice of Russian-English Translation 2 (3 credits)	RUW 4370 Russian Short Prose (3 credits)
	RUW 4630 Reading Eugene Onegin: Pushkin & Nabokov (3 credits)
	RUW 4932 Selected Readings Russian (3 credits)

2. Comparative Cultural Studies

ABT 3500 Arabic Culture (3 credits)	ITT 3930 Special Topics in Italian (3 credits)
ARA 3510 The Arab Woman (3 credits)	JPT 3500 Japanese Culture (3 credits)
CHT 3500 Chinese Culture (3 credits)	JPT 4502 Japanese Folklore (3 credits)
CHT 3513 Taoism & Chinese Culture (3 credits)	PLT 3504 19th c. Polish Culture & Society (3 credits)
CZT 3564 Modern Czech Culture & Society (3 credits)	

credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3003 German Culture & Civilization 1 (3 credits) GET 3004 Modern German Culture & Civilization (3 credits) HAI 3930 Haitian Culture & Society (3 credits) HAT 3503 Haitian Culture & Literature (3 credits) HAT 3564 Haitian Culture & Society (3 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3700 Italian Perspectives on Holocaust (3 credits)	PLT 3564 Modern Polish Culture & Society (3 credits) RUT 3500 Russian Cultural Heritage (3 credits) RUT 3501 Cont. Russian Culture & Society (3 credits) RUT 3503 Violence & Terror in Russian Experience (3 credits) RUT 3504 Russia Today (3 credits) RUT 3530 Russia's Struggle with Nature (3 credits) RUT 3600 20th Century through Slavic Eyes (3 credits) VTT 3500 Vietnamese Culture (3 credits) YOT 3500 Yoruba Diaspora in New World (3 credits)
--	--

3. Film and Visual Culture

CHI 4930 Special Topics in Chinese (3 credits) CHT 3391 Chinese Film and Media (4 credits) CZT 3520 Modern Czech Cinema (4 credits) FRT 3520 French Cinema (4 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) FRT 4523 Euro Identities, Euro Cinema (4 credits) GET 3520 Early German Cinema (4 credits) GET 3580 War in Lit/Visual Media (3 credits) GET 3581 Lit and Arts of the Holocaust (3 credits) GET 4291 Women and German Cinema (4 credits)	GET 4293 New German Cinema (4 credits) GET 4930 Variable Topics in German (3 credits) HBR 4930 Special Topics (3 credits) ITT 3521 Italian Cinema (4 credits) ITT 3540 Crime Fiction & Film in Italy (3 credits) ITT 3541 Italian Mafia Movies (3 credits) ITT 3930 Special Topics in Italian (3 credits) JPN 4930 Special Topics in Japanese (3 credits) JPT 3391 Intro to Japanese Film (4 credits) PLT 3520 Polish Cinema (4 credits) SSA 4930 Special Topics: African Film (3 credits)
---	--

4. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits) CHI 4930 Special Topics in Chinese (3 credits) CHT 3110 Chinese Literary Heritage (3 credits) CHT 3123 Pre-modern Chinese Fiction (3 credits) CHT 3124 Modern Chinese Fiction (3 credits) CHT 4111 Dream of the Red Chamber (3 credits) CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits) CHT 4603 Journey to the West (3 credits) FRT 3004 Monuments & Masterpieces of France (3 credits) FRT 3561 Women in French Lit/Cinema (3-4 credits) GET 3200 Literature of Knighthood (3 credits) GET 3501 History, Literature, Arts of Berlin (3 credits) GET 3580 War in Lit/Visual Media (3 credits) GET 3581 Lit and Arts of the Holocaust (3 credits) GET 4930 Variable Topics in German (3 credits) HAT 3503 Haitian Culture & Lit. in Translation (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits) ITT 3930 Special Topics Italian (3 credits) JPT 3100 Tales of Kyoto (3 credits) JPT 3120 Modern Japanese Fiction in Translation (3 credits) JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits) JPT 3140 Modern Women Writers (3 credits) JPT 3150 Classical Japanese Poetry (3 credits) JPT 3300 Samurai War Tales (3 credits) JPT 4130 Tale of Genji (3 credits) JPT 4502 Japanese Folklore (3 credits) PLT 3930 Special Topics in Polish (3 credits) RUT 3101 Russian Masterpieces (3 credits) RUT 3441 Tolstoy & Dostoevsky (3 credits) RUT 3442 Themes from Russian Lit. (3 credits) RUT 3452 20th c. Russian Literature (3 credits) RUT 3503 Violence & Terror in Russian (3 credits)
--	---

HBR 4930 Special Topics in Hebrew (3 credits)	RUT 3514 Russian Fairy Tales (3 credits)
HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HBT 3233 Israeli History & Cont. Novel (3 credits)	RUT 3600 20th c. Slavic Eyes (3 credits)
HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)
HBT 3563 Women in Mod. Hebrew Fiction (3 credits)	RUT 4440 Pushkin & Gogol (3 credits)
HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits)	RUT 4450 Russian Modernism (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	SST 4502 African Oral Literatures (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	SSW 3303 Swahili Oral Literatures (3 credits)
	SSW 4713 African Women Writers (3 credits)
	YOR 4502 Yoruba Oral Literatures (3 credits)

5. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits)	MEM 3301 Palaces and Cities (3 credits)
GET 3200 Literature of Knighthood (3 credits)	MEM 3730 Studies in Holy Roman Empire (3 credits)
ITT 3431 Italy and Pilgrimages (3 credits)	MEM 3805 Research Methods in Medieval & Early Modern (3 credits)
JPT 3300 Samurai War Tales (3 credits)	MEM 3931 Topics Medieval & Early Modern (3 credits)
MEM 3003 Intro to Medieval World (3 credits)	
MEM 3300 Castles and Cloisters (3 credits)	

10. DUAL LANGUAGE TRACK

The Dual Language track consists of 2 years of study of two languages. Here the required total of 33 credits reflects the sum of 6 credits earned at the intermediate level of the second language and 18 credit hours of study in language, literature, and culture at the 3000 level or above and, finally, the 9 credit critical concentration. Students select a principal language of specialization and combine it with any of the other languages taught in the Department of Languages, Literatures, and Cultures. Course selections for the 18 credits of advanced electives study will reflect the literature and culture of the first language of specialization (see below).

Preparatory Courses (16-20 credits; not included in the 33 hours for the major)

- Language A: Semester 1 [AKA1130, ARA1130, CHI1130, CZE1130, FRE1130, GER1130 or GER1125, HAI1130, HBR1130, ITA1130, JPN1130, POL1130, RUS1130, SWA1130, VTN1130, WOL1130, XHO1130, or YOR1130]
- Language A: Semester 2 [AKA1131, ARA1131, CHI1131, CZE1131, FRE1131, GER1131 or GER1126, HAI1131, HBR1131, ITA1131, JPN1131, POL1131, RUS1131, SWA1131, VTN1131, WOL1131, XHO1131, or YOR1131]
- Language A: Semester 3 [AKA2200, ARA2200, CHI2230, CZE2220, FRE2220, GER2220, HAI2220, HBR2220, ITA2220, JPN2230, POL2220, RUS2220, SWA2220, VTN2220, WOL2200, XHO2200, or YOR2200]
- Language A: Semester 4 [AKA2201, ARA2221, CHI2231, CZE2201, FRE2221, GER2240, HAI2201, HBR2221, ITA2221, JPN2231, POL2201, RUS3400, SWA2201, VTN2221, WOL2201, XHO2201, YOR2201]

COURSES FOR THE MAJOR

Second Language of specialization (16-18 credits of which 6 earned at intermediate level will count towards the major):

- Language B: Semester 1 [AKA1130, ARA1130, CHI1130, CZE1130, FRE1130, GER1130 or GER1125, HAI1130, HBR1130, ITA1130, JPN1130, POL1130, RUS1130, SWA1130, VTN1130, WOL1130, XHO1130, or YOR1130]
- Language B: Semester 2 [AKA1131, ARA1131, CHI1131, CZE1131, FRE1131, GER1131 or GER1126, HAI1131, HBR1131, ITA1131, JPN1131, POL1131, RUS1131, SWA1131, VTN1131, WOL1131, XHO1131, or YOR1131]
- Language B: Semester 3 [AKA2200, ARA2200, CHI2230, CZE2220, FRE2220, GER2220, HAI2220, HBR2220, ITA2220, JPN2230, POL2220, RUS2220, SWA2220, VTN2220, WOL2200, XHO2200, or YOR2200]
- Language B: Semester 4 [AKA2201, ARA2221, CHI2231, CZE2201, FRE2221, GER2240, HAI2201, HBR2221, ITA2221, JPN2231, POL2201, RUS3400, SWA2201, VTN2221, WOL2201, XHO2201, YOR2201]

ELECTIVES FOR THE MAJOR

Advanced Electives: 18 credits of advanced language and culture study

Specific course offerings in this section will depend on the language(s) selected, but these courses should be selected from the advanced elective offerings (3000/4000 level courses) associated with the first language of specialization and its broader geographical area of cultural influence. Selections should include at least two courses at the 4000 level.

Students should consult with the undergraduate coordinator to determine the best course of study and to be advised as to selecting a practically and intellectually advantageous language pairing.

Appendix G provides course requirements and recommended sequencing details of 3 sample dual language pairings.

CRITICAL CONCENTRATION: 9 credits from ONE of the following concentrations

1. Comparative Cultural Studies

ABT 3500 Arabic Culture (3 credits)	ITT 3930 Special Topics in Italian (3 credits)
ARA 3510 The Arab Woman (3 credits)	JPT 3500 Japanese Culture (3 credits)
CHT 3500 Chinese Culture (3 credits)	JPT 4502 Japanese Folklore (3 credits)
CHT 3513 Taoism & Chinese Culture (3 credits)	PLT 3504 19th c. Polish Culture & Society (3 credits)
CZT 3564 Modern Czech Culture & Society (3 credits)	PLT 3564 Modern Polish Culture & Society (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	RUT 3500 Russian Cultural Heritage (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	RUT 3501 Cont. Russian Culture & Society (3 credits)
GET 3003 German Culture & Civilization 1 (3 credits)	RUT 3503 Violence & Terror in Russian Experience (3 credits)
GET 3004 Modern German Culture & Civilization (3 credits)	RUT 3504 Russia Today (3 credits)
HAI 3930 Haitian Culture & Society (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HAT 3503 Haitian Culture & Literature (3 credits)	RUT 3600 20th Century through Slavic Eyes (3 credits)
HAT 3564 Haitian Culture & Society (3 credits)	VTT 3500 Vietnamese Culture (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	YOT 3500 Yoruba Diaspora in New World (3 credits)
ITT 3700 Italian Perspectives on Holocaust (3 credits)	

2. Film and Visual Culture

CHI 4930 Special Topics in Chinese (3 credits)	GET 4293 New German Cinema (4 credits)
CHT 3391 Chinese Film and Media (4 credits)	GET 4930 Variable Topics in German (3 credits)

CZT 3520 Modern Czech Cinema (4 credits)	HBR 4930 Special Topics (3 credits)
FRT 3520 French Cinema (4 credits)	ITT 3521 Italian Cinema (4 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	ITT 3540 Crime Fiction & Film in Italy (3 credits)
FRT 4523 Euro Identities, Euro Cinema (4 credits)	ITT 3541 Italian Mafia Movies (3 credits)
GET 3520 Early German Cinema (4 credits)	ITT 3930 Special Topics in Italian (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	JPN 4930 Special Topics in Japanese (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	JPT 3391 Intro to Japanese Film (4 credits)
GET 4291 Women and German Cinema (4 credits)	PLT 3520 Polish Cinema (4 credits)
	SSA 4930 Special Topics: African Film (3 credits)

3. Literary Studies

ABT 3130 Arabic Literary Heritage (3 credits)	ITT 3700 Italian Perspectives Holocaust (3 credits)
CHI 4930 Special Topics in Chinese (3 credits)	ITT 3930 Special Topics Italian (3 credits)
CHT 3110 Chinese Literary Heritage (3 credits)	JPT 3100 Tales of Kyoto (3 credits)
CHT 3123 Pre-modern Chinese Fiction (3 credits)	JPT 3120 Modern Japanese Fiction in Translation (3 credits)
CHT 3124 Modern Chinese Fiction (3 credits)	JPT 3121 Contemporary Japanese Lit.: Postwar to Postmodern (3 credits)
CHT 4111 Dream of the Red Chamber (3 credits)	JPT 3140 Modern Women Writers (3 credits)
CHT 4122 Religious Dimensions of Late Imperial Chinese Literature (3 credits)	JPT 3150 Classical Japanese Poetry (3 credits)
CHT 4603 Journey to the West (3 credits)	JPT 3300 Samurai War Tales (3 credits)
FRT 3004 Monuments & Masterpieces of France (3 credits)	JPT 4130 Tale of Genji (3 credits)
FRT 3561 Women in French Lit/Cinema (3-4 credits)	JPT 4502 Japanese Folklore (3 credits)
GET 3200 Literature of Knighthood (3 credits)	PLT 3930 Special Topics in Polish (3 credits)
GET 3501 History, Literature, Arts of Berlin (3 credits)	RUT 3101 Russian Masterpieces (3 credits)
GET 3580 War in Lit/Visual Media (3 credits)	RUT 3441 Tolstoy & Dostoevsky (3 credits)
GET 3581 Lit and Arts of the Holocaust (3 credits)	RUT 3442 Themes from Russian Lit. (3 credits)
GET 4930 Variable Topics in German (3 credits)	RUT 3452 20th c. Russian Literature (3 credits)
HAT 3503 Haitian Culture & Lit. in Translation (3 credits)	RUT 3503 Violence & Terror in Russian (3 credits)
HBR 4930 Special Topics in Hebrew (3 credits)	RUT 3514 Russian Fairy Tales (3 credits)
HBT 3223 Identity/Dissent in Hebrew Short Story (3 credits)	RUT 3530 Russia's Struggle with Nature (3 credits)
HBT 3233 Israeli History & Cont. Novel (3 credits)	RUT 3600 20th c. Slavic Eyes (3 credits)
HBT 3562 Jews & Arabs in Mod. Hebrew Fiction (3 credits)	RUT 3930 Variable Topics Russian (3 credits)
HBT 3563 Women in Mod. Hebrew Fiction (3 credits)	RUT 4440 Pushkin & Gogol (3 credits)
HBT 3564 Motherhood Mod. Hebrew Lit. (3 credits)	RUT 4450 Russian Modernism (3 credits)
ITT 3431 Italy & Pilgrimages (3 credits)	SST 4502 African Oral Literatures (3 credits)
ITT 3540 Crime Fiction & Film in Italy (3 credits)	SSW 3303 Swahili Oral Literatures (3 credits)
	SSW 4713 African Women Writers (3 credits)
	YOR 4502 Yoruba Oral Literatures (3 credits)

4. Medieval and Early Modern Studies

CHT 4122 Religious Dimensions of Late Imperial China (3 credits)	MEM 3301 Palaces and Cities (3 credits)
GET 3200 Literature of Knighthood (3 credits)	MEM 3730 Studies in Holy Roman Empire (3 credits)
ITT 3431 Italy and Pilgrimages (3 credits)	MEM 3805 Research Methods in Medieval & Early Modern (3 credits)
JPT 3300 Samurai War Tales (3 credits)	

MEM 3003 Intro to Medieval World (3 credits) MEM 3300 Castles and Cloisters (3 credits)	MEM 3931 Topics Medieval & Early Modern (3 credits)
--	---

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

The following reflects a general sequencing of the Foreign Languages and Literatures Language major. In order to avoid here the repeated duplication of a significant number of course options, specific details of the recommended sequencing of each individual track are provided in APPENDIX G.

CRITICAL TRACKING

Foreign Languages and Literatures (Single Language Track General)

To graduate with this major, students must complete all university, college and major requirements. For degree requirements outside of the major, refer to CLAS Degree Requirements — Structure of a CLAS Degree.

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 1-5

Semester 2

Maintain 2.0 UF GPA

Semester 3

Complete language semester 1 or higher-level language course

Semester 4

Complete language semester 2 or higher-level language course with minimum grade of C

Semester 5

Complete language semester 3 or higher-level language course with minimum grade of C

RECOMMENDED EIGHT SEMESTER PLAN

This represents an ideal progression through the major. Actual progressions may vary depending on student language preparation. This sequencing reflects the ideal progression of a student with no prior study in the language of specialization. The beginning language cycle is best started in semester 1 and absolutely no later than semester 3, but study abroad or accredited intensive summer courses can help a student to fall in with the ideal semester progression.

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are required to complete HUM 2305 The Good Life (GE-H) in semester 1 or 2. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirements (typically, GE-C, H or S).

Several courses in this major count for GE-H and N or GE-S and N requirements.

Semester 1	Credits
Language Semester 1*	5
Social and Behavioral Sciences (GE-S)	3
Biological Science (GE-B)	3
Composition (GE-C, WR)	3

Total 14

**Language Semester 1 courses: AKA1130, ARA1130, CHI1130, CZE1130, FRE1130, GER1130 or GER1125, HAI1130, HBR1130, ITA1130, JPN1130, POL1130, RUS1130, SWA1130, VTN1130, WOL1130, XHO1130, YOR1130*

Semester 2	Credits
Language Semester 2*	5
HUM 2305 What is the Good Life (GE-H)	3
Mathematics (GE-M)	3
Physical Science (GE-P)	3
Science laboratory (GE-P or B)	1

Total 15

**Language Semester 2 courses: AKA1131, ARA1131, CHI1131, CZE1131, FRE1131, GER1131 or GER1126, HAI1131, HBR1131, ITA1131, JPN1131, POL1131, RUS1131, SWA1131, VTN1131, WOL1131, XHO1131, YOR1131*

Semester 3	Credits
Language Semester 3*	3-5
Elective (3000 level or above, not in the major)	3
Social and Behavioral Sciences (GE-S)	3
Mathematics (GE-M)	3
Physical Science (GE-P)	3

Total 15-17

**Language Semester 3 courses: AKA2200, ARA2200, CHI2230, CZE2220, FRE2220, GER2220, HAI2220, HBR2220, ITA2220, JPN2230, POL2220, RUS2220, SWA2220, VTN2220, WOL2200, XHO2200, YOR2200*

Semester 4	Credits
Language Semester 4*	3-5
Elective in the major (GE-H and N)	3
Electives (3000 level or above, not in the major)	6
Social and Behavioral Sciences (GE-S and D)	3

Total 15-17

**Language Semester 4 courses: AKA2201, ARA2221, CHI2231, CZE2201, FRE2221, GER2240, HAI2201, HBR2221, ITA2221, JPN2231, POL2201, RUS3400, SWA2201, VTN2221, WOL2201, XHO2201, YOR2201*

Semester 5	Credits
Language Semester 5*	3
Electives in the major	6
Biological Science (GE-B)	3

Composition (GE-C, WR)

3

Total 15

**Language Semester 5 courses: AKA3410, ARA3410, CHI3410, CZE3400, FRE3300, GER3401 or GER3234, HBR3410, ITA3420, JPN3410, RUS3240 or RUS4300, SWA3410, WOL3410, XH03410, YOR3410*

Semester 6

Credits

Language Semester 6*

3

Electives (3000 level or above, not in the major)

6

Electives in the major

6

Total 15

**Language Semester 6 courses: AKA3411, ARA3411, CHI3411, CZE3401, FRE3320, GER3300 or GER3413, HBR3411, ITA3564, JPN3411, RUS4411, SWA3411, WOL3411, XH03411, YOR3411*

Semester 7

Credits

Electives (3000 level or above, not in the major)

6

Electives in the major

6

Senior thesis option or elective in the major

3

Total 15

Semester 8

Credits

Electives (3000 level or above, not in the major)

9

Electives in the major

6

Total 15

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

Appendix H contains a description of each required and elective course

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 University of Florida will get the approval of the Southeastern Association of College and Schools (SACS).

There are a number of learned societies that oversee and report upon trends, standards and developments in the various components of the proposed program. The most notable is the Modern Language Association, which sets the publishing and accepted style for research in Modern Languages in general and which acts as a lobbying body to state and federal administrators.

For German the following bodies are relevant: German Studies Association (GSA), American Association of Teachers of German (AATG), Goethe Institute, Max Kade German-American Center, The Southern Conference on Language Teaching (SCOLT).

The American Association of Teachers of Slavic and East European Languages, together with the Association for Slavic, East European, and Eurasian Studies and the American Council of Teachers of Russian provide important information and standards for publication and research in the field.

Research and institutional guidance is provided in Haitian Creole by the Haitian Studies Association, the Center for Advanced Research on Language Acquisition at the University of Minnesota, Indiana University Creole Institute, the Institute of Haitian Studies at KU, the University of Massachusetts Haitian Creole Language and Culture Summer Institute as well as the FIU Haitian Summer Institute.

The American Association of Teachers of Italian, the American Association for Italian Studies and the Canadian Society for Italian Studies are the most established learned societies for Italian Studies.

The bodies noted above, however, do not accredit any degree programs. Because there is no particular industry standard or licensing process attached to modern language programs the possibility for accreditation does not exist. The Department of Languages, Literatures and Cultures will, nonetheless, continue to work with the learned societies noted above (and any other appropriate bodies) to ensure that the program meets the highest standards in the academy and that its pedagogy and research are commensurate with UF's peer institutions.

- 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 offered through a combination of traditional classroom delivery, hybrid and distance learning formats. Currently, the Medieval and Early Modern Studies (MEMS) program has one of its courses available in hybrid format, and plans to create a series of courses for distance learning. The BA in Foreign Languages and Literatures could eventually constitute a valuable part of the UFOnline initiative.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (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.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time 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.**

No additional costs will be incurred. See Appendix A for details.

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

See Appendix F

- 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 Department of Languages, Literatures, and Cultures maintain a very active research agenda, producing a total of more than 70 published books, more than 500 articles, serving on multiple editorial boards, and presenting over 1000 conference papers

including key notes addresses and other invited lectures. LLC faculty members have also been successful in receiving external funding and/or fellowships from agencies and institutions such as the National Endowment for the Arts (NEA), National Security Education Program (NSEP), the Embassy of the French Republic, Québec Studies Program Québec Government, Fulbright-Hays, Harvard's Davis Center for Russian and Eurasian Studies, Alexander von Humboldt Foundation, amongst others. Course development is also a key component of the LLC faculty agenda and the various language tracks have added numerous new courses to the course catalog. In addition LLC faculty members have served on multiple departmental, college, and university committees that are too numerous to address in detail. A sampling of this service includes the CLAS College Curriculum Committee, the CLAS Finance Committee, the CLAS Tenure and Promotion committee, the University Curriculum Committee, the Academic Personnel Committee, the Faculty Senate, and several SACS committees.

For a detailed illustration of faculty productivity and service, see the faculty CVs provided in Appendix F.

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.**

Please see attached Appendix D.

- 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. Please include the signature of the Library Director in Appendix B.**

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.**

Current classroom space is adequate for the new 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 (E) below.**

N/A

- E. 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.**

N/A

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

N/A

G. 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

H. 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.

N/A

I. 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.

N/A

J. 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.

N/A

APPENDICES

- APPENDIX A: Fiscal and personnel data (Attached as separate document)
- APPENDIX B: Signatures of Equal Opportunity Officer and Library Director
- APPENDIX C: Letters setting out the need for such programs (Attached)
- Letter 1: Sam Tarantino, Founder and CEO of Grooveshark, a high tech firm located in Gainesville, FL and New York, NY.
- Letter 2: Robert Thoburn, MD, Adjunct Associate Professor of Medicine at the University of Florida
- APPENDIX D: Description of Library Resources (Attached as separate document)
- APPENDIX E: Academic Learning Compact (Attached as separate document)
- APPENDIX F: CVs of participating faculty (Attached as separate document)
- APPENDIX G: Recommended Semester Sequencing for Individual Language Tracks
- APPENDIX H: Course Descriptions (Attached as separate document)

APPENDIX A

**TABLE 1-A (DRAFT)
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate 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
Upper-level students who are transferring from other majors within the university**	140	105	90	67.5	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	140	105	280	210	300	225	330	247.5	350	262.5
Florida College System transfers to the upper level***	6	4.5	12	9	15	11.25	19	14.25	20	15
Transfers to the upper level from other Florida colleges and universities***	2	1.5	4	3	6	4.5	9	7.5	10	7.5
Transfers from out of state colleges and universities***	2	1.5	4	3	6	4.5	9	7.5	10	7.5
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	290	217.5	390	292.5	327	245.2 5	367	276.7 5	390	292.5

*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 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	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
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***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* 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					
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G
	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	1,889,601	0	0	0	0	0	\$1,889,601	\$1,463,078	0	0	0	0	\$1,463,078
A & P Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
USPS Salaries and Benefits	40,591	0	0	0	0	0	\$40,591	40,591	0	0	0	0	\$40,591
Other Personal Services	232,750	0	0	0	0	0	\$232,750	237,405	0	0	0	0	\$237,405
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	0	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	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Total Costs	\$2,162,942	\$0	\$0	\$0	\$0	\$0	\$2,162,942	\$1,741,074	\$0	\$0	\$0	\$0	\$1,741,074

*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)	23.4	17.93
A & P (FTE)	0	0
USPS (FTE)	2	2

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$2,162,942	\$1,741,074
Annual Student FTE	217.5	292.5
E&G Cost per FTE	\$9,945	\$5,952

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
AU-1686-0000 Languages, Literatures & Cultures	4,119,831	\$2,162,942	\$1,956,889
funds will not be reallocated - but will stay in this program account	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
Totals	\$4,119,831	\$2,162,942	\$1,956,889

* 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	Akinyemi Akintunde	Assoc. Prof.	Tenured	Fall2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	African Studies											
A	James Essegbey	Assoc. Prof.	Tenured	Fall2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	African Studies / Linguistics											
A	Biona McLaughlin	Assoc. Prof.	Tenured	Fall2014	9	0.38	25.00	0.09	9	0.38	25.00	0.09
	African Studies / Linguistics											
A	Charles Bwenge	Sr. Lect.	non-tenure accruing	Fall2014	9	0.38	90.00	0.33	9	0.38	90.00	0.33
	African Studies / CAS											
A	Kole Odutola	Sr. Lect.	non-tenure accruing	Fall2014	9	0.75	90.00	0.68	9	0.75	90.00	0.68
	African Studies											
A	Rose Lugano	Sr. Lect.	non-tenure accruing	Fall2014	9	0.75	90.00	0.68	9	0.75	90.00	0.68
	African Studies											
A.	Andrea Pham	Assoc. Prof.	Tenured	Fall2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Vietnamese Studies											
A	Youssef Haddad	Asst. Prof.	Tenure Accruing	Fall 2014	9	0.75	40.00	0.30	9	0.75	40.00	0.30
	Arabic/ Linguistics											
A	Sarra Tlili	Asst. Prof.	Tenure Accruing	Fall 2014	9	0.75	45.00	0.34	9	0.75	45.00	0.34
	Arabic / MEMS											
A	Soraya Bouguettaya	Lecturer	non-tenure accruing	Fall 2014	9	0.75	95.00	0.71	9	0.75	95.00	0.71
	Arabic											
A	Esam Alhadi	Lecturer	non-tenure accruing	Fall 2014	9	0.75	95.00	0.71				
	Arabic											

A	Dror Abend-David	Lecturer	non-tenure accruing	Fall 2014	9	0.75	90.00	0.68	9	0.75	90.00	0.68
	Hebrew/ Translation / Jewish Studies											
A	Malka Dagan	Sr. Lect.	non-tenure accruing	Fall 2014	9	0.75	95.00	0.71				
	Hebrew / Jewish Studies											
A	Deborah Amberson	Assoc. Prof.	Tenured	Fall2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Italian Studies / Film & Media Studies											
A	Mary Watt	Assoc. Prof.	Tenured	Fall2014	9	0.75	25.00	0.19	9	0.75	25.00	0.19
	Italian Studies / MEMS											
A	Gianfranco Balestriere	Sr. Lect.	non-tenure accruing	Fall2014	9	0.75	95.00	0.71	9	0.75	95.00	0.71
	Italian Studies											
A	Sherrie Nunn	Sr. Lect.	non-tenure accruing	Fall2014	9	0.75	95.00	0.71	9	0.75	95.00	0.71
	Italian Studies											
A	Alessia Colarossi	Lect.	non-tenure accruing	Fall2014	9	0.75	90.00	0.68	9	0.75	90.00	0.68
	Italian Studies											
A	Helene Blondeau	Assoc. Prof.	Tenured	Fall 2014	9	0.75	40.00	0.30	9	0.75	40.00	0.30
	French & Francophonie / Linguistics											
A	Theresa Antes	Assoc. Prof.	Tenured	Fall 2014	9	0.75	40.00	0.30	9	0.75	40.00	0.30
	French and Francophone Studies / Linguistics											
A	Aloune Sow	Assoc. Prof.	Tenured	Fall 2014	9	0.38	40.00	0.15	9	0.38	40.00	0.15
	French & Francophone / African Studies											
A	Cayle Zachmann	Assoc. Prof.	Tenured	Fall 2014	9	0.75	45.00	0.34	9	0.75	45.00	0.34
	French & Francophone											
A	Ron Bloom	Assoc. Prof.	Tenured	Fall 2014	9	0.75	40.00	0.30	9	0.75	40.00	0.30
	French & Francophone											

A	Sylvie Blum-Ried	Assoc. Prof.	Tenured	Fall 2014	9	0.75	40.00	0.30	9	0.75	40.00	0.30
	French & Francophone / Film & Media											
A	William Calin	Graduate Research Professor	Tenured	Fall 2014	9	0.75	35.00	0.26				
	French & Francophone / MISVIS											
A	Carol Murphy	Professor	Tenured	Fall 2014	9	0.75	40.00	0.30				
	French & Francophone											
A.	Bonnie Waldman	Assoc. Prof.	Tenured	Fall 2014	9	0.75	40.00	0.30	9	0.75	40.00	0.30
	French & Francophone											
A	Heloise Seales	Lecturer	Non-tenure accruing	Fall 2014	9	0.75	95.00	0.71				
	French & Francophone											
A	Michael Ginzburg	Assoc. Prof.	Tenured	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Russian / Media Studies											
A	Alexander Davak	Assist. Professor	Tenure-Accruing	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Russian / Translation											
A	James Goodwin	Assoc. Prof.	Tenured	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Russian											
A	Ingrid Klespies	Assoc. Prof.	Tenured	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Russian											
A	Galina Belkova	Assoc. Prof.	Tenured	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Russian											
A	Galina Wladyska	Sr. Lecturer	non-tenure accruing	Fall 2014	9	0.75	95.00	0.71				
	Russian											
A	Benjamin Hebblethwaite	Assist. Prof.	non-tenured	Fall 2014	9	0.75	45.00	0.34	9	0.75	45.00	0.34
	Haitian Creole											
A	Christina Overstreet	Master Lecturer	non-tenure accruing	Fall 2014	9	0.75	90.00	0.68				
	German											
A	Will Hast	Professor	Tenured	Fall 2014	9	0.75	38.00	0.29	9	0.75	38.00	0.29
	German / MEMS											

A	Franz Futterknecht	Professor		Fall 2014	9	0.75	40.00	0.30				
	German / MEMS											
A	Barbara Mennel	Associate Professor	Tenured	Fall 2014	9	0.38	40	0.15	9	0.38	40	0.15
	German / Film & Media											
A	Eric Kligerman	Assoc. Prof.	Tenured	Fall 2014	9	0.75	40.00	0.30	9	0.75	40.00	0.30
	German / Jewish Studies											
A	Ann Weismeyer	Assoc. Prof.	Tenured	Fall 2014	9	0.75	55	0.41	9	0.75	55	0.41
	Japanese / Linguistics											
A	Susan Kubota	Master Lecturer	non-tenure accruing	Fall 2014	9	0.75	90.00	0.68				
	Japanese											
A	Yasuo Dotate	Sr. Lecturer	non-tenure accruing	Fall 2014	9	0.75	90.00	0.68	9	0.75	90.00	0.68
	Japanese											
A	Yukari Nakamura	Sr. Lecturer	non-tenure accruing	Fall 2014	9	0.75	90.00	0.68	9	0.75	90.00	0.68
	Japanese											
A	Richard Wang	Assoc. Prof.	Tenured	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Chinese / MEMS											
A	Cynthia Chennault	Assoc. Prof.	Tenured	Fall 2014	9	0.75	55.00	0.41				
	Chinese / MEMS											
A	Sean Macdonald	Asst. Prof.	Tenure Accruing	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Chinese / Film & Media											
A	Ying Xiao	Asst. Prof.	Tenure Accruing	Fall 2014	9	0.75	55.00	0.41	9	0.75	55.00	0.41
	Chinese / Film & Media											
A	Elinore Fresh	Master Lecturer	non-tenure accruing	Fall2014	9	0.75	90.00	0.68	9	0.75	90.00	0.68
	Chinese											
A	Jing Paul	Lecturer	non-tenure accruing	Fall 2014	9	0.75	95.00	0.71	9	0.75	95.00	0.71
	Chinese											
A	Han Xu	Sr. Lecturer	non-tenure accruing	Fall 2014	9	0.75	95.00	0.71	9	0.75	95.00	0.71
	Chinese											
	New Hire, Degree				0	0.00	0.00	0.00	0	0.00	0.00	0.00

	Academic Discipline												
	Total Person-Years (PY)							23.40					17.93

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	23.40	17.93
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: 23.40	Year 5: 17.93

APPENDIX B

Revised January 2015

APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

John Gentry for VWF
Signature of Equal Opportunity Officer

4/20/15
Date

John C. Russell
Signature of Library Director

4/20/2015
Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

APPENDIX C: Letters setting out the need for such programs

LETTER 1: Sam Tarantino, Founder and CEO of Grooveshark, a high tech firm located in Gainesville, FL and New York, NY.

LETTER 2: Robert Thoburn, MD, Adjunct Associate Professor of Medicine at the University of Florida

Escape Media Group, Inc.
Grooveshark.com
201 SE 2nd Ave, Suite 201
Gainesville, FL 32601



To Whom it May Concern,

I am the founder and CEO of Escape Media Group, Inc. which owns and operates the global audio streaming service, Grooveshark. Grooveshark is a high tech web company based in Gainesville, Florida, specializing in delivering audio streams to over 30 million consumers per month. Since its inception in 2007, Grooveshark has grown exponentially and in 2010 was named by Forbes magazine as one of the five best music and video websites. Its success resulted in my being named one of UF's Outstanding Young Alumni in 2013.

I am writing to support the initiative being taken by the Department of Languages, Literatures and Cultures to create an integrated interdisciplinary Bachelor's degree. The degree allows students to develop competence in one or more languages and to choose between specialization in the culture and literature of one particular language or to use that language competence as a base for cross-disciplinary studies such as in Film & Media Studies, Medieval and Early Modern Studies or Translation Studies. In all cases, students will graduate with foreign language competence and specialized cultural and literary knowledge. These students will graduate with an understanding of "the big picture" and an ability to think critically, to analogize, synthesize, contextualize and interpret in an increasingly globalized economy. Perhaps more importantly, these students will acquire the ability to understand long term consequence, cause and effect and project, while acquiring the capacity to dream and to imagine.

I know this because I am the product of one of the constituent parts of the proposed program. In 2006 I participated in LLC's Study Abroad Program in Rome, Italy. It was under the tutelage of LLC instructors of Italy that I began to gain an understanding of the world, acquire important critical skills and comprehend the cultural foundations that are necessary to any successful endeavor. In fact it was during that trip that I gained the confidence to dream, and imagine and was inspired to be bold and start Grooveshark. In concrete benefits, it was the cultural acuity that I developed during that time as well as achieving proficiency in working Italian, that a few years later allowed me to close a deal with the major Italian telecommunications firm.

As an employer I am frequently frustrated in my quest for young employees who possess the skills that the LLC program teaches. Finding talented technicians is not a difficult task; finding young, creative, innovative, and self-motivated thinkers is a much greater challenge. Indeed, I am somewhat concerned that the academy of the 21st century has become more concerned with producing workers than it is with fostering visionaries or entrepreneurs. I believe the LLC proposed Major presents an opportunity to more directly prepare graduates for the work place, certainly, but more importantly it prepares them for the reality of a globally competitive workplace, where the jobs of tomorrow have yet to be imagined or created.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Sam Tarantino III".

Sam Tarantino III
CEO, Grooveshark.com



To Whom it May Concern,

I am an Adjunct Associate professor in the Faculty of Medicine, Division of Rheumatology, in the University of Florida. I specialize in cellular mechanisms in vasculitis. I am the recipient of the Paulding Phelps Award and selected as a Master from the American College of Rheumatology.

I am writing to support the initiative being taken by the Department of Languages, Literatures and Cultures to create an integrated interdisciplinary Bachelor's degree. The degree allows students to develop competence in one or more languages and to choose between specialization in culture and literature of one particular language or to use that language competence as a base for cross-disciplinary studies in such as Film & Media Studies, Medieval and Early Modern Studies or Translation Studies. The idea that in all cases, students will graduate with foreign language competence and specialized cultural and literary knowledge is very appealing. Because of the nature of the program and the underlying methodologies, graduates of this program will may acquire the ability to read and think critically, to discern meaning and patterns in seemingly disparate elements that might otherwise remain undetected and be better able to project and predict future patterns. These skills are beneficial not only to cultural studies but also to the sciences, where observation is essential. The ability to go beyond what one observes, to analyze its connection to other observable phenomena and to distinguish between those aspects of the data that are relevant and those which are not are all skills that enhance and advance scientific and medical research in particular. Moreover, the skills that students may acquire in this program will allow them to express clearly and eloquently what they have learned or discovered and to disseminate that knowledge more effectively.

I know this because I am the product of one of the constituent parts of the proposed program. Over the last few years I have immersed myself in courses in Italian language, culture and art history and have begun not only to read and think in a different and enhanced way but also to conduct my own research in a whole new way. I now see the activity between and within a particular cell in terms of its narrative/dialogue content, and understand the roles that the various players in the drama of disease occupy. In this journey I have been accompanied by



several LLC instructors who will be integral to this program, as well as instructors from other departments whose courses will be accessible to students in the proposed program.

As a researcher and academic I often seek young scholars and assistants who possess the skills that the LLC program offers. Finding bright young minds is not the issue; finding deep thinkers with critical thinking skills is more difficult. It is important to see the fine details as well as the big picture in your areas of interest. As a final note, I should add that I follow with great interest the evolution of the academy and hope that UF will maintain the rapid pace of development that recognizes the need for cross-disciplinary education and a departure from the traditional way of looking at education and the academy. I believe the LLC proposed Major represents a step into the future of more effective teaching and learning and will distinguish UF as a leader in global thinking.

Yours sincerely,

A handwritten signature in black ink that reads 'Robert Thoburn, M.D.'.

Robert Thoburn

APPENDIX D:

Description of Library Resources

LANGUAGE	CRL RECORDS IN UF CATALOG	HATHI TRUST RECORDS IN UF CATALOG	UF TOTALS: CONVENTIONAL AND ONLINE MATERIALS
Akan	0	0	6
<i>--Twi</i>	4	0	13
Amharic	59	0	361
Arabic	939	14	2550
<i>-- Sudanese</i>	0	0	124
Aramaic	2	0	33
Bulgarian	439	7	679
Chinese	7825	11	18363
Croatian	3260	14	3435
Czech	436	10	2585
Danish	2865	78	4345
Dutch	19304	296	22608
French	164223	2920	278064
German	582272	10596	668522
Greek (see below)	--	--	--
<i>-- Ancient (to 1453)</i>	148	68	1156
<i>-- Modern (1453-)</i>	504	15	1937
Haitian (French) Creole	1	0	181
Hebrew	2308	335	32228
Hindi	19214	1	19344
<i>-- Urdu</i>	13773	1	13802
Hungarian	2695	10	3305
Icelandic	35	5	725
Italian	10140	347	29049
Japanese	3188	12	9020
Korean	213	2	980
Judeo-Arabic	83	0	100
Judeo-Persian	15	0	19
Ladino	381	0	447
Polish	7173	18	14241
Russian	88625	232	100979
Sanskrit	3180	0	3272

-- Pali	229	1	362
Serbian	1188	13	1410
Shona***	0	0	74
Slovak	100	1	243
Swahili	62	0	824
Swedish (Scandinavian)	10147	317	12948
Turkish	1236	13	2333
-- Turkish (Ottoman)	530	64	535
Ukrainian	612	4	805
Vietnamese	409	0	501
Wolof	1	0	26
Xhosa	34	0	77
Yiddish	43	49	4948
Yoruba	14	1	699
GRAND TOTALS	947909	15455	1258258
Key and Notes			
Bold: language officially taught by UF Department of Languages and Literatures			
***includes items from UF's George Fortune Collection			

APPENDIX E
ACADEMIC LEARNING COMPACT:
Foreign Languages and Literatures

The Bachelors of Arts in Foreign Languages and Literature enables you to achieve communicative competence in speaking, comprehension, reading, and writing of a language of specialization. You will also acquire knowledge and critical understanding of the country or area where the language is spoken, in particular with respect to the literature, intellectual history, and broader cultural production of the region.

Before Graduating You Must:

- Achieve satisfactory faculty evaluation of a self-selected term paper written for an upper-division course or senior thesis.
- Complete the requirements for the baccalaureate degree as determined by faculty

Skills You Will Acquire from the Major (SLOs):

Content Knowledge:

7. Describe and define cultural concepts and/or literary production and/or linguistic structure of at least one language.
8. Describe, explain and apply cultural and/or linguistic knowledge using appropriate disciplinary terminology, methodologies, and practices.

Critical Thinking:

9. Evaluate comprehensively the significance of information gathered from cultural sources and apply it using appropriate disciplinary methodologies.
10. Analyze and interpret texts according to their cultural, literary and/or linguistic content.

Communication:

11. Demonstrate competence in at least one language of specialization by articulating clearly in speech and in writing using the selected language(s), including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation.
12. Demonstrate critical competence by performing comprehensive analysis in written and oral form.

Table Key: I = Introduced; R = Reinforced; A = Assessed

--	--	--	--

Category A Courses ¹	LRA	LRA			LRA	LRA
Category B Courses ²	LRA	LRA	LRA	LRA	LRA	LRA
Category C Courses ³	LRA	LRA	LRA			LRA
¹ Category A: courses that focus on the acquisition of the target language at the advanced level.						
² Category B: courses that address literary, cultural, cinematic, historical, and social questions and are also taught in the target language.						
³ Category C: courses addressing a specific literary, cultural, cinematic, social or other question relating to the target culture but are taught in English.						

ASSESSMENT TYPES:

Exams; Term papers or final project; oral presentations.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

<u>University of Florida</u>	<u>Fall 2016</u>
<u>University Submitting Proposal</u>	<u>Proposed Implementation Term</u>
<u>College of Engineering</u>	<u>CISE</u>
<u>Name of College(s) or School(s)</u>	<u>Name of Department(s)/ Division(s)</u>
<u>Human-Centered Computing</u>	<u>Doctor of Philosophy</u>
<u>Academic Specialty or Field</u>	<u>Complete Name of Degree</u>

11.0104
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.

<u>Date Approved by the University Board of Trustees</u>	<u>President</u>	<u>10/13/15</u>	<u>Date</u>
<u>Signature of Chair, Board of Trustees</u>	<u>Date</u>	<u>Vice President for Academic Affairs</u>	<u>Date</u>

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)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	12	8.4	150,335	1,262,812	651,332	0	1,914,144
Year 2	20	14					
Year 3	30	21					
Year 4	40	28					
Year 5	50	35	66,323	2,321,306	900,000	0	2,321,306

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.



The Graduate School
Office of the Associate Vice President and Dean

164 Grinter Hall
PO Box 115500
Gainesville, FL 32611-5500
352-392-6622 Tel
352-392-8729 Fax

April 20, 2015

MEMORANDUM

TO: Juan Gilbert
Andrew Banks Family Preeminence Endowed Chair
Associate Chair of Research
Department of Computer & Information Science & Engineering

FROM: Henry T. Frierson
Associate Vice President and Dean
Graduate School

RE: #9694 new Ph.D. degree in Human-Centered Computing

The proposal from the College of Engineering for a new Ph.D. degree in Human-Centered Computing was approved at the April 16, 2015, Graduate Council meeting effective Fall 2016, pending further approvals.

The following individuals and offices will be notified by a copy of this letter so that they can complete their processes to implement the degree:

Gann Enholm, Rimjhim Banerjee-Batist, Stacy Wallace, Graduate School
Diana Hull, University Curriculum Committee and Office of the University Registrar
Marie Zeglen, Office of Institutional Planning and Research
Sue Alvers, Administrative Assistant to Faculty Senate Chair
Wesley Bolch, Associate Dean, College of Engineering

HF/ld

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.

(a) The proposed degree program is a Doctor of Philosophy

(b) The major will be Human-Centered Computing (HCC). Initially, there will be no tracks, concentrations or specializations within the degree. It is possible that tracks, concentrations or specializations may be added in the future if any emerge as important or useful as the field develops.

(c) The total number of credits for the degree will be 90.

(d) The degree is focused on the design, construction, and evaluation of computational technologies as they relate to the human condition and impacts on society in general. There are currently 3 HCC PhD programs in the United States (University of Maryland Baltimore County, The Georgia Institute of Technology, and Clemson University) Once approved, the University of Florida will be the 4th HCC PhD program in existence. The purpose of the HCC PhD degree is to train a new generation of computing researchers/developers that design, implement, and evaluate computing systems and technologies in real world, or applied, contexts.

HCC PhD degrees exist because the expertise required for this degree does not fit in traditional Computer Science (CS) or Computer Engineering (CE) PhD programs. CS & CE PhD programs have requirements for computer systems and theory. These courses are not required for HCC research.

HCC researchers design user interfaces and implement them using software languages and tools and then evaluate them in context with human subjects. Essentially, HCC is an extremely broad area that encompasses design, implementation and evaluation.


CS & CE do not have any requirements related to the human condition, human subjects research, etc. Some PhD degrees emphasize design, i.e. Industrial Design, Industrial Engineering (Human Factors), etc. There are PhD degrees that emphasize implementation or evaluation of software and/or hardware, i.e. CS & CE. There are also PhD degrees that emphasize evaluation, i.e. Psychology, Social Science, etc.

HCC in an interdisciplinary degree that combines all of these disciplines into a single degree that meets the demands of industry, the academy and government.

Employment opportunities include user experience designer, application developer, usability engineering, to name a few. A search on EmployFlorida.com for "web Designer or graphic designer or usability" yields over 500 jobs in the State of Florida. IT related jobs are in high demand across all business sectors in the State and user experience, web designers/developers, etc. are skills in demand in many of these jobs. Companies are hiring PhDs in many of these jobs because the task of designing, implementing and then evaluating those technologies can't be done by students with a BS degree or, in most cases, a MS degree. These skills requiring training across multiple disciplines and the proposed PhD in HCC gives these students the necessary skills to be competitive for these user experience/web designer/developer positions.

The following are some sample job applications:

Clemson University Ad

 [CoES Home](#) [School of Computing](#)

[Welcome](#)
[Prospective Students](#)
[Current Students](#)
[Programs of Study](#)
[Accreditation](#)
[Divisions](#)
[People](#)
[Resources](#)
[Contacts](#)
[Research](#)
[Seminars](#)
[Internships](#)
[Links](#)
[Visit Us](#)
[Support the School](#)
[News Archives](#)
[Jobs](#)
[Visit Us on Facebook](#)

Human-Centered Computing Positions



Clemson University Position Announcement

Multiple Human-Centered Computing Positions, School of Computing

The School of Computing at Clemson University invites applications from faculty at all levels (assistant, associate, full) for two positions in the Division of Human-Centered Computing: 1) Chair of the Division and 2) a tenured or tenure-track faculty position. Successful candidates should have an earned doctorate in human-centered computing, computer science or a related area. Applicants for senior positions should have a world-class research record and strong academic and research leadership skills; applicants for junior-level positions should have demonstrated potential for such. We value diversity and thus strongly encourage applications from exceptional scholars who can also contribute to the diversity and excellence of our academic community through research, teaching, and service.

The School of Computing comprises three academic units representing a broad cross-section of computing and its applications: (1) the Division of Computer Science, (2) the Division of Visual Computing, and (3) the Division of Human-Centered Computing. The school includes 30 tenured/tenure-track faculty, 6 lecturers, 593 undergraduates, and 223 graduate students. Competitive funding for FY13 was over \$5 million.

Clemson University is the land-grant institution of South Carolina, enrolling approximately 15,000 undergraduates and 4,000 graduate students. Research and economic development activities are enhanced by public-private partnerships at three innovation campuses, and six research and education centers located throughout South Carolina. Today, Clemson University is ranked 20th among national public universities by *U.S. News & World Report*.

The anticipated start date is August 15, 2015, though an earlier date is possible. Applicants should submit a current vita and a minimum of three references with full contact information. (References will be contacted only after receiving follow-up approval from the applicant/nominee.) Electronic submissions (PDF files with subject "HCC Chair Search" or "HCC Professor Search") to hcc_faculty_search@lists.clemson.edu  are preferred, but applications and nominations can also be mailed to HCC Director Search, 214 McAdams Hall, Clemson University, Clemson, SC 29634, USA. Application materials must be received by December 31st, 2014 to receive full consideration, though the search will remain open until the position is filled. More information can be found at <http://www.clemson.edu/ces/computing/> .

UMBC Ad

UMBC

AN HONORS UNIVERSITY IN MARYLAND

A-Z Index | myUMBC | Events | Directory | Maps

Enter Search Terms



Accepting Applications: Tenure-Track Assistant Professor Faculty Position: Human-Centered Computing (HCC)

The Information Systems Department at UMBC invites applications for a tenure-track faculty position at the Assistant Professor level in the area of human-centered computing starting August 2015. Candidates must have earned a PhD in a related field no later than August 2015. Outstanding candidates in all areas of human-centered computing research are encouraged to apply. Ideal candidates will be engaged in research that spans several areas with preference given to those who can collaborate with the current faculty. Candidates should have a strong potential for excellence in research, the ability to develop and sustain an externally funded research program, and the capacity to contribute to our graduate and undergraduate teaching mission.

The Department offers undergraduate degrees in Information Systems and Business Technology Administration. Graduate degree programs, both MS and PhD, are offered in Information Systems and Human-Centered Computing, including an innovative online MS in IS program. Consistent with the UMBC vision, the Department has excellent teaching facilities, state-of-the-art laboratories, and outstanding technical support. UMBC's Technology Center, Research Park, and Center for Entrepreneurship are major indicators of active research and outreach. Further details on our research, academic programs, and faculty can be found at <http://www.is.umbc.edu/>. Members of under-represented groups including women and minorities are especially encouraged to apply.

Electronic submission of application is required at <http://apply.interfolio.com/25742>. All applications must be submitted as PDF Files, which include a cover letter, CV, a one-page statement of teaching interests, a one-page statement of research interests and names and contact information for at least three references. For inquiries, please contact Barbara Morris at (410) 455-3795 or bmorris@umbc.edu. Review of applications will begin immediately and will continue until the position is filled. This position is subject to the availability of funds.

UMBC is an Affirmative Action/Equal Opportunity Employer and welcomes applications from minorities, women, veterans and individuals with disabilities.

The following is an older position application from Purdue University

Purdue University School of ECE

Computer Engineering Faculty Position in Human-Centered Computing

The School of Electrical and Computer Engineering at Purdue University invites applications for a faculty position at any level in human-centered computing, including but not limited to visualization, visual analytics, human computer interaction (HCI), and graphics. The Computer Engineering Area of the school (<http://engineering.purdue.edu/ECE/Research/Areas/CompEng>) has nineteen faculty members who have active research programs in areas including AI, architecture, compilers, computer vision, distributed systems, embedded systems, graphics, haptics, HCI, machine learning, multimedia systems, networking, networking applications, NLP, OS, robotics, software engineering, and visualization. Eligible candidates are required to have a PhD in computer science/engineering or a related field and a significant demonstrated research record commensurate with the level of the position applied for. Academic duties of the position include teaching, advising students, and maintaining a strong research program. Applications should consist of a cover letter, a CV, a research statement, names and contact information for at least three references, and URLs for three to five online papers. Applications should be submitted to <https://engineering.purdue.edu/Engr/AboutUs/Employment/Applications>. Review of applications will begin on 1 December 2010. Inquiries may be sent to ece-hcc-search@ecn.purdue.edu. Applications will be considered as they are received, but for full consideration should arrive by 1 January 2011. Purdue University is an equal opportunity, equal access, affirmative action employer fully committed to achieving a diverse workforce.

University of Colorado Boulder (This was an ad from a year ago. It has been filled)

The Department of Computer Science (CS) at the University of Colorado Boulder (CU) seeks outstanding candidates for a tenure-track position in human-centered computing (HCC). The opening is targeted at the level of Assistant Professor, although outstanding senior candidates at higher ranks may be considered.

The position will help shape the future of human-centered computing at the University of Colorado Boulder within the department as well as in new campus initiatives. We seek candidates with promising research records in the areas of human-computer interaction, computer-supported cooperative work, social computing, ubiquitous computing, and information visualization. Candidates should have an orientation to computer science as their primary teaching home, though an interdisciplinary research program is welcomed and has been a hallmark of HCC research at CU.

Candidates must have a Ph.D. in computer science, information studies, or a related discipline. Candidates must show promise in their ability to develop an independent research program, and demonstrate a commitment to teaching and working with both undergraduate and graduate students.

Applications will be evaluated beginning in November 2013 and will continue until the position is filled. Applications must include a letter of application specifying area of specialization, curriculum vitae, statements of research and teaching interests, and names and contact information of three references.

The Department's research and education is enhanced by many interdisciplinary programs, supporting collaborations in cognitive science, the arts and humanities, as well as in the natural sciences and engineering, and in public policy. We also benefit from Boulder's concentration of high-tech industry and its lively startup community.

The University of Colorado Boulder is an Equal Opportunity Employer committed to building a diverse workforce. We encourage applications from women, racial and ethnic minorities, individuals with disabilities and veterans. Alternative formats of this ad can be provided upon request for individuals with disabilities by contacting the ADA Coordinator at hr-ada@colorado.edu.

Quantitative UX Researcher, University Grad

Location Menlo Park, CA

Facebook was built to help people connect and share, and over the last decade our tools have played a critical part in changing how people around the world communicate with one another. With over a billion people using the service and more than fifty offices around the globe, a career at Facebook offers countless ways to make an impact in a fast growing organization.

Come join a diverse and collaborative team of researchers who work directly with product design to make the best social platform for Facebook's billion users. Our work ranges from formative to evaluative, ethnography to live experiments and involves collaboration between qualitative and quantitative researchers. For this position, we are looking for people with strong skills in behavioral data analysis, experimental and survey research, and statistics. The right candidates will be excellent communicators, knowledgeable about UI design, passionate about social computing, comfortable in a flat, fast moving organization, excited to collaborate, and focused squarely impacting the design of Facebook.

Responsibilities

- Work closely with product teams to identify research topics
- Design studies that address both user behavior and attitudes
- Generate insights that both fuel ideation and evaluate designs
- Conduct research using a wide variety of quantitative methods, and interpret analysis through the lens of UX, HCI, and social science
- Collaborate closely with qualitative researchers
- Work cross-functionally with design, product management, content strategy, engineering and marketing
- Partner with engineers, analysts, and other technical roles to create and share research
- Communicate results and illustrate suggestions in compelling and creative ways

Requirements

- PhD in HCI, social computing, Information Science or related social science field, or MA/MS in these areas with prior related research experience
- Experience conducting applied product research, and/or focus on directly relevant research topics
- Experience working with large scale data in multi-method studies
- Experience with applied statistics
- Experience coding, PHP, SQL and Python preferred
- Familiarity with survey design and response effects

- Understanding and appreciation of qualitative and user-centered design methods
- Ability to ask, as well as answer, meaningful and impactful questions
- Ability to communicate complex analysis and results compellingly to a lay audience

GOLDMAN SACHS - TECHNOLOGY - CLIENT PLATFORMS - USER EXPERIENCE DESIGNER

Job Summary & Responsibilities

Our team of engineers builds solutions to the most complex problems. We develop cutting-edge systems and processes that form the core of our key business and enable transactions to move in milliseconds. We provide real-time access to critical deal information and crunch billions of data points each day to inform firm-wide market insights and strategies. Team members have the opportunity to work at the forefront of technology innovation alongside industry leaders and make significant contributions to the field.

Define the user experience for Goldman Sachs applications, working with various lines of business and technology teams to envision and execute client-facing digital solutions.

Looking for an experienced UX professional to join our growing global UX team. The right candidate will play an important role in helping to shape the strategy and lead the design of the firm's next-generation, client-facing Web and Mobile analytics and trading applications.

As a lead-level Interaction Designer, you will work collaboratively with business stakeholders, clients, and development teams to craft compelling, innovative and usable solutions for the firm's traders, salespeople and clients.

You possess superior UX design chops, keen analytical problem solving skills, and are comfortable driving a user-centered design process through all phases of research and design.

You must have strong interpersonal skills, excellent communication and organizational skills and be able to work on multiple projects simultaneously in a fast-paced, collaborative environment.

Basic Qualifications

7+ years of experience as a lead-level Interaction Designer or Information Architect, with a solid understanding of user-centered design process and principles, including user research, requirements gathering, wireframing, prototyping, specification creation and usability testing.

Domain knowledge, experience in the financial services industry working on data-intensive, transaction-oriented applications

Self-motivated and self-managed with a high degree of analytical ability, able to dynamically drive communication and facilitate sessions with senior sponsors and business users

Practical understanding (including capabilities and limitations) of the current technologies used to build rich user experiences (HTML 5, CSS, Javascript)

Preferred Qualifications

Post-graduate degree or equivalent in interaction design, human factors, or related field is a plus
Experience with data visualization and visual design a plus

Goldman Sachs is an equal employment/affirmative action employer Female/Minority/Disability/Vet. © The Goldman Sachs Group, Inc., 2015. All rights reserved.

- B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

The pre-proposal was presented to the CAVP Workgroup in February 2015 and there were no formal concerns.

- C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.**

An external evaluation of the proposal was requested from Dr. Rebecca Grinter, a Full Professor in the School of Interactive Computing in the College of Computing at Georgia Tech. Dr. Grinter's research is in the fields of human-computer interaction, ubiquitous computing, and computer supported cooperative work. She has published over 80 scholarly articles, served as Papers Chair (2006) & Best Papers Chair (2010) for the Association for Computing Machinery (ACM) Conference on Human Factors in Computing Systems (CHI), the premier conference for human-computer interaction. In 2013 she was elected to the prestigious CHI Academy. In 2010 she was recognized as a Distinguished Alumna of the University of California, Irvine. At Georgia Tech, Dr. Grinter has served as the Program Coordinator (lead administrator) for Georgia Tech's Human-Centered Computing (HCC) Ph.D. and also as Associate Dean for Graduate Affairs for the College of Computing the academic unit in which the HCC PhD is housed. She has also served as an external reviewer on other HCC PhD programs in the country, specifically, the HCC PhD at Clemson University.

Dr. Grinter expertise in this area, and positive review of this proposal provided guidance to the faculty member, administration and staff through the approval process. She is an expert in this area and qualified to serve as an external reviewer for the proposed HCC PhD for the University of Florida.

In Dr. Grinter's review of the HCC PhD program, she acknowledges the fact that the proposed HCC PhD is consistent with existing HCC PhD programs at Georgia Tech, Clemson, University of Maryland Baltimore County (UMBC) and others.

Some specific highlights of her report are as follows:

1. She says, "the curriculum structure of the University of Florida proposal matches those that I have seen at Georgia Tech, Clemson, UMBC, and so forth."
2. "First, I want to commend the proposal for making an important distinction between Human-Computer Interaction and Human-Centered Computing. While Human-Computer Interaction has a long established history within Computer Science, it is just one discipline that is contained within the broader view of Human-Centered Computing. I particularly like and encourage the focus on policy, which has not been a central part of Human-Computer Interaction. Training graduates who can inform local, State, and National policy is not something that Computing fields have done."

In summary, Dr. Grinter supports the proposal and applauds our efforts to keep the proposed HCC PhD consistent with others. No explicit changes to the proposal were prompted by this external review.

- D. 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 link to the SUS Strategic Plan on [the resource page for new program proposal](#)).**

The proposed HCC PhD program will have a sustaining impact on workforce and economic development needs in Florida, across the nation, and across the globe that are consistent with SUS

strategic planning goals of excellence, productivity, and strategic priorities for a knowledge economy. The proposed HCC PhD is a STEM discipline. The SUS strategic planning goals speak consistently to increasing the number of STEM graduates and this PhD will contribute to that goal.

As technology continues to be integrated more and more into the daily lives of all people in Florida, our nation, and the planet, there is an increasing need for expertise in HCC. The concept of designing, building and evaluating computing technologies as they relate to people is at the core of the proposed PhD in HCC and this is a necessity in the modern workforce.

Job postings include user experience designer, application developer, usability engineering, to name a few. A search on EmployFlorida.com for "web Designer or graphic designer or usability" yields over 500 jobs in the State of Florida. IT related jobs are in high demand across all business sectors in the State and user experience, web designers/developers, etc. are skills in demand in many of these jobs. Companies are hiring PhDs in many of these jobs because the task of designing, implementing and then evaluating those technologies can't be done by students with a BS degree or, in most cases, a MS degree. These skills require training across multiple disciplines and the proposed PhD in HCC gives these students the necessary skills to be competitive for these user experience/web designer/developer positions.

The proposed PhD in HCC will have a significant impact on research funding at the University of Florida. UF recently hired 4 new experts in HCC (see <http://news.ufl.edu/2014/05/08/human-centered-computer-science/>). These hires brought with them more than \$5 million dollars in external grants. The HCC faculty expect to fund 15 HCC PhD students on grants in year 1 and 20-25 in year 5. HCC researchers work across disciplines and this enables them to expand their funding sources. The NSF, NSA, CIA, FBI, NIH, U.S. Department of Education, corporations and many other agencies have funded HCC research. This program will boost funding within the Department of Computer & Information Science & Engineering (CISE) at UF and across campus through interdisciplinary collaborations.

The HCC PhD program attracts traditionally underrepresented groups to the discipline. Hager and Elton (1971) surveyed college freshmen and Sewell and Martin (1976) surveyed high school juniors. In these two studies, it was found that African-American men expressed a greater interest in social service fields versus White men, who prefer STEM disciplines. Hall and Post-Kammer (1987) reported that African-Americans choose these disciplines (helping professions) because they have a cultural orientation and expectation to help others. STEM disciplines are generally not seen as disciplines that can be used to help others. However, HCC works directly with people and connects with the notion of helping.

Currently, the proposed HCC PhD program would have an estimated enrollment that is majority female and 40-50% underrepresented minorities. Additionally, the HCC PhD program would have a significant majority U.S. Citizen enrollment (80%). The diversity that the proposed PhD brings to UF supports the goals of the SUS strategic plan.

Lastly, the proposed PhD will be the 4th of its kind in the nation. This will provide UF with an opportunity to compete nationally and globally for talent in this new STEM/IT area. It is an area the University of Florida has identified as part of its Preeminence Initiative, and therefore has committed resources to develop.

Hager, P.C. & Elton, C.F. (1971). The vocational interests of Black Males. *Journal of Vocational Behavior*, 1, 153-158.

Hall, E. R., & Post-Kammer, P. (1987). Black mathematics and science majors: Why so few? *Career Development Quarterly*, 35, 206-219.

Sewell, T.E. & Martin, R.P. (1976). Racial differences in patterns of occupational choice in adolescents. *Psychology in the Schools*, 13, 326-333.

- E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
 - Education
 - Health
 - Gap Analysis
2. Economic Development:
 - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

The proposed HCC PhD has a CIP Code of 11.0104, which fall under the STEM Programs of Strategic Emphasis.

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

- F. 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 PhD program in HCC will only be offered on the main campus of the University of Florida.

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.

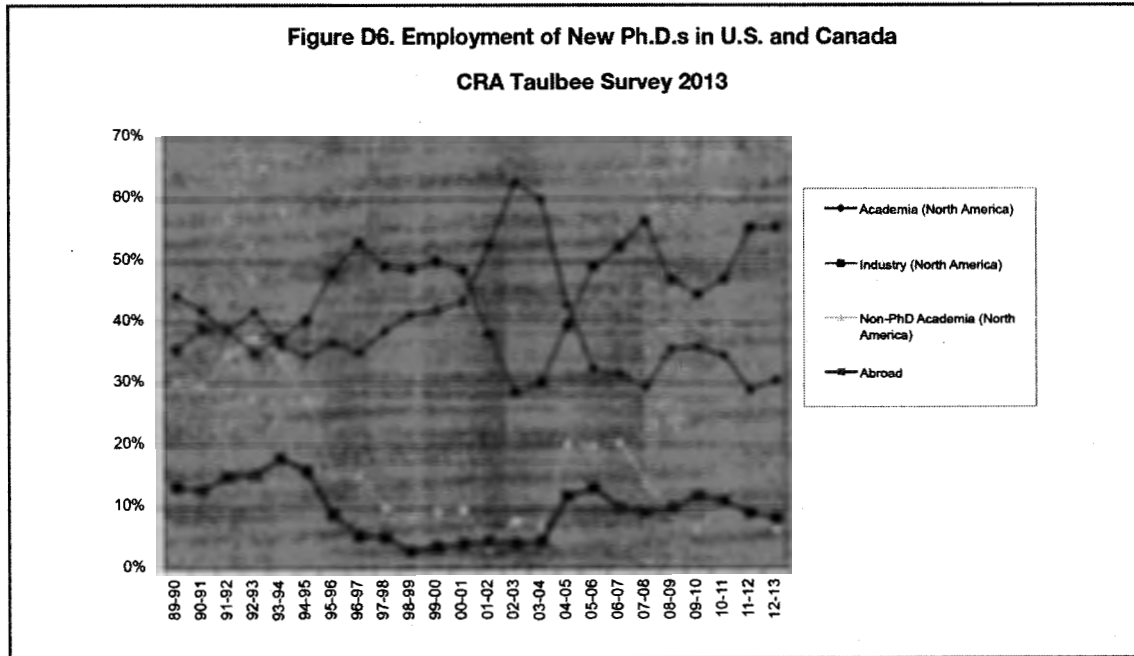
The HCC PhD graduates will pursue careers as academics, industrial leaders, and as entrepreneurs. Within the academy, the graduates will take positions as professors and research scientists. Some of the industry jobs they will pursue have titles such as *user experience designer*, *application developer*, and *usability engineering*.

National Need: The Computing Research Association (CRA), <http://www.cra.org>, is an association of more than 200 North American academic departments of computer science, computer engineering, and related fields; laboratories and centers in industry, government, and academia engaging in basic computing research; and affiliated professional societies. CRA's mission is to enhance innovation by joining with industry, government and academia to strengthen research and advanced education in computing. CRA executes this mission by leading the computing research community, informing policymakers and the public, and facilitating the development of strong, diverse talent in the field. Every year the CRA releases the Taulbee Survey.

Taulbee Survey is the principal source of information on the enrollment, production, and employment of Ph.D.s in computer science and computer engineering (CS & CE) and in providing salary and demographic data for faculty in CS & CE in North America. Statistics given include gender and ethnicity breakdowns, <http://cra.org/resources/taulbee/>

According to the latest Taulbee Survey, there were 61 new PhDs in Human-Computer Interaction, which is where the HCC PhDs will be reported, placed in positions last year. The placement rate was

98% (only 1 was not placed at the time of the survey). 57% (35) of them were placed in industry, government or self-employed. This is consistent with all of the computing/IT PhDs produced. *Figure D6. Employment of New Ph.D.s in U.S. and Canada* below is from the CRA Taulbee Survey showing the majority of the graduates (nearly 60%) are not going to academia; therefore, industry and government entities are hiring our students as interns and coops to then later hire them as full time employees upon completion of their PhD.



State Need: A search on EmployFlorida.com for “web Designer or graphic designer or usability” yields over 500 jobs in the State of Florida. IT related jobs are in high demand across all business sectors in the State and user experience, web designers/developers, etc. are skills in demand in many of these jobs. For example, in 2014, Harris Corporation, located in Melbourne, FL, setup a new User Experience (UX) Division. According to the Harris Corporation website, <http://www.harris.com/about/>, “Harris is an international communications and information technology company serving government and commercial markets in more than 125 countries. Headquartered in Melbourne, Florida, the company has approximately \$5 billion of annual revenue and about 13,000 employees – including 6,000 engineers and scientists. Harris is dedicated to developing best-in-class assured communications® products, systems and services.” Harris is moving into User Experience and having the HCC PhD here in Florida will be a valuable resource for Harris to recruit full time employees, interns, and consultants. The HCC PhD program has already met with the UX staff at Harris and they are very supportive of this new degree program.

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.

Currently, there are 12 students that have moved to the University of Florida and are interested in pursuing this degree. When the HCC faculty moved from Clemson, these students were in the HCC PhD program at Clemson and expressed an interest in finishing their PhD in HCC at UF. This information was collected in conversations with those students and now they are here at UF.

There were 3 HCC faculty members (Drs. Ben Lok, Eakta Jain and Lisa Anthony) here at UF before the Clemson team moved to UF. These HCC faculty members also have PhD students that are likely to move

into the HCC PhD program as well. For the purposes of this proposal, the initial 12 students are being counted from those that moved from Clemson with the intent on finishing a HCC PhD at UF. The initial 12 students are 9 female, 8 African-American, and 2 Hispanic. There are also students looking for this degree outside of UF.

This academic year, we had 40 applications to our existing computer engineering PhD program. Six (6) of them requested information about HCC and are likely to pursue the HCC PhD. Of the 6 applicants that were interested in the HCC PhD, 2 of them have been accepted into the HCC PhD program at Georgia Tech. These students made this inquiry based on the hiring of the new HCC faculty and knowing we had a HCC PhD degree at Clemson University.

The new Preeminence hires in HCC have recruited HCC PhD students at their previous institution and the enrollment was at 30 PhD students when they left Clemson University. Currently, the HCC PhD program at Clemson University has 23 HCC PhD students and 7 faculty members. UMBC has 7 HCC faculty members and 20 HCC PhD students. Georgia Tech has 30 faculty members in their School of Interactive Computing in the College of Computing and they have 50 PhD students.

These programs have healthy enrollments and UF will compete for those students and the current estimate is that the program will start with 12-15 PhD students and reach an enrollment of 40-50 within five years based on the HCC faculty's experience in other HCC PhD programs.

- 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 C, provide data that support the need for an additional program.**

There are no other HCC PhD programs in the State of Florida in either private or public institutions. No existing program in the State of Florida uses the CIP Code 11.0104. The closest related program is at FSU. FSU has a degree listed under CIP Code 30.3001 called Computational Science. Dr. Gilbert has reached out to Dr. Max Gunzburger at FSU to discuss these details between the proposed HCC PhD and the FSU PhD in Computation Science.

After a careful evaluation of the Computational Science PhD program and discussions with its faculty, it can be observed that the HCC PhD program and Computation Science PhD program are both interdisciplinary PhD programs; however, the HCC PhD program has a core that studies human computer interaction, user interface design and research methods for human subjects. The Computational Science PhD program has a core consisting of Scientific Programming and Applied Computational Science courses. Because of these differences, the newly proposed degree program is truly unique and not replicated in any extent on the UF campus nor across any of the State University System schools/colleges.

HCC PhD degrees exist because the expertise required for this degree does not fit in traditional Computer Science or Computer Engineering PhD programs. CS & CE PhD programs have requirements for computer systems and theory. These courses are not required for HCC research. HCC researchers can design user interfaces and implement them using software languages and tools and then evaluate them in context with human subjects. However, CS & CE do not have any requirements related to the human condition, human subjects research, etc. Essentially, HCC is an extremely broad area that encompasses design, implementation and evaluation. There are PhD degrees that emphasize design, i.e. Industrial Design, Industrial Engineering (Human Factors), etc. There are PhD degrees that emphasize implementation or evaluation of software and/or hardware, i.e. CS & CE. There are also PhD degrees that emphasize evaluation, i.e. Psychology, Social Science, etc. HCC is interdisciplinary and combines all of these disciplines into a single degree that meets the demands of industry, the academy and government.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-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 students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

The annual projections are 12, 20, 30, 40 and 50 for the next 5 years. We currently have 12 PhD students on campus that have expressed an interest in the HCC PhD program. These students were direct transfers from the previous institution of the HCC Preeminence hires. Furthermore, there are new students that have taken classes with the HCC faculty members at UF and those students have expressed an interest in the HCC PhD. These classes have enrollments above 20 with the primary core class, Human-Computer Interaction, having an enrollment above 80. With these students that are currently on campus, we believe we will have an initial class of 12-20 students. In the following years, we have noticed students at other institutions expressing an interest in joining our laboratories for the HCC PhD. This year, we had 6 students express an interest in joining a HCC PhD program at UF. We believe the enrollment will reach 40-50 PhD within 5 years given the interest from students that noticed the addition of the new HCC Preeminence Initiative faculty members.

- 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 Appendix B to indicate that the analysis required by this subsection has been completed.

The HCC faculty have met with the Department of Computer & Information Sciences (CIS) at FAMU. The faculty have a history of working together through NSF grants. The FAMU CIS and the new HCC Preeminence faculty members are in the initial stages of establishing a relationship for collaboration between the two programs. The faculty members hired from the Clemson program have a history of recruiting members of underrepresented groups, specifically African-Americans. Currently, of the 12 students that will transfer into the HCC PhD program, there are 1 Hispanic male, 1 Hispanic female, 6 African-American females, 2 African-American males, and 2 Caucasian females. The discipline of HCC attracts members of underrepresented groups given the applied nature of the discipline, see section I.D. This program is not a duplication of a program at FAMU or FIU and, therefore, the program will not compete with FAMU or FIU, but instead, it will work directly with these institutions to grow underrepresented students' participation in STEM/IT in the SUS.

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.)

There are 11 HCC faculty members. The HCC faculty members, will teach the HCC core courses and advise the HCC PhD students. Therefore, the new costs associated with the new HCC PhD are minimal. Table 2 in Appendix A shows the projected costs as they are fully covered with the hiring of the new HCC faculty members and the current HCC faculty members that were already here at UF. The College of Engineering has already committed \$2,590,213 towards Human-Centered Computing in new hires, startup packages, graduate students, etc. through the Preeminence Initiative in the HCC area. The following website provides more information on the Preeminence Initiatives at UF <http://news.ufl.edu/archive/2014/05/experts-on-human-centered-computing-are-coming-to-uf.html> and <https://www.eng.ufl.edu/research/strategic-research-areas/>

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

The proposed degree program will not be operated through continuing education on a cost-recovery basis.

- C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs 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 proposed HCC PhD program does not have any impact on existing programs. There is a benefit for undergraduates to broaden their perspectives for research. Currently, there is an undergraduate summer research program in HCC under the direction of Dr. Juan E. Gilbert. Dr. Gilbert is the primary investigator for the National Science Foundation (NSF) funded Institute for African-American Mentoring in Computing Sciences (iAAMCS, pronounced 'i am c s').

The website for iAAMCS is <http://www.iAAMCS.org>. iAAMCS has a summer research program with the Computing Research Association's Committee on the Status of Women in Computing Research (CRA-W) called the Distributed Research Experiences for Undergraduates (DREU). See <https://parasol.tamu.edu/dreu/>

The DREU program matches prospective mentors with mentees from underrepresented groups in computing. The DREU program has a very successful track record of getting students from underrepresented groups to pursue graduate education.

- D. 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).**

None.

- E. 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.**

As a PhD program, students will be supported primarily on external research grants and contracts. Some students will receive teaching assistantships (TA) as well. Currently, the prospective HCC PhD students have the following fellowships:

1. Three NSF Graduate Research Fellowship (GRF)
2. Six GEM (Graduate Engineering Minority) Fellowships
3. One Bill & Melinda Gates Scholar
4. One Generation Google Scholarship Recipient

Through the Preeminence Initiative the 4 HCC faculty members that moved to UF brought with them more than 18 PhD students, 2 postdoc researchers and more than \$5 million in grant funding. The HCC faculty members have extensive funding records, see the attached resumes. HCC faculty have received funding from the National Science Foundation (NSF), Federal Bureau of Investigation, Army Research Lab, National Institutes of Health, and other foundations and government agencies. The HCC faculty members have also received funding from industry partners such as BMW, Intel, TEQGames and others. The HCC faculty members will continue to grow their relationships with industry partners here in Florida to gain additional funding 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.

CISE PhD graduates in Human-Centered Computing (HCC) will be successfully employed in academic faculty positions, industrial research positions, product development, and national research and development laboratories.

As previously mentioned, Human-Computer Interaction (HCI) and HCC have been successfully placed in jobs industry, but the academy as well, see II.A and the Figure D6 from the CRA Taulbee Survey. There is a growing demand for people with these skills at the PhD level. Google, Intel, Apple, Harris Corporation and many others all have User Experience positions and hire graduates at the PhD level in HCC from Georgia Tech, Clemson, UMBC, Carnegie Mellon and now UF.

Within the State of Florida, there are many jobs available for graduates with these skills. Harris Corporation is an example of a large company looking for these skills as they have created a new User Experience division and a facility to support this work. There are at least 12 current CISE PhD students that are committed to the HCC PhD. These students came from Clemson University with several of the current HCC faculty members. Therefore, these students have already committed to the HCC PhD.

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 link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). 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 Florida College System 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 link to the Statewide Articulation Manual on [the resource page for new program proposal](#)). 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 (see link to the SUS Strategic Plan on the resource page for new program proposal).**

The proposed HCC PhD program aligns well with both the SUS strategic plan, see section I.E, and the UF mission. The proposed HCC PhD will increase diversity in an area of STEM/IT, it will broaden the skills of future STEM/IT employees, it will advance research in an area of national and global need, it will provide solutions to societal issues, and it will raise the prestige of the UF as the program increases its ranking in this area.

The missions of the CISE Department is "The mission of the Computer & Information Science & Engineering Department is to educate students, as well as the broader campus community, in the fundamental concepts of the computing discipline; to create and disseminate computing knowledge and technology; and to use expertise in computing to help society solve problems." The HCC PhD aligns with this mission by providing education and also using computing to help solve societal problems. The research agenda in HCC is applied and addresses issues in Cybersecurity, Voting Technologies, Learning, and more.

- 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 HCC PhD program will make interdisciplinary connections with the College of Education through learning technologies, the UF Transportation Institute through user experience and driver distraction research, Cybersecurity researchers through biometrics, English, History and the Libraries through games research, the College of Business through entrepreneurship and the College of Medicine through health informatics. The HCC PhD program connects people and technology and this provides interdisciplinary collaborations across the university. For example, Dr. James Oliverio, Director of the Digital Worlds Institute, held a reception for the HCC faculty that has resulted in several collaboration opportunities in games related research for learning. Dr. Carole Beale, Director of the Online Learning Institute at UF, has submitted a proposal to the Institute of Education Sciences with Dr. Juan E. Gilbert as a CoPI. Drs. Janice Krieger and Sri Kalyanaraman in the College of Communications and Journalism have established collaborations with HCC faculty to share research facilities and submit joint proposals. These are just a few examples of collaborations that are happening with the HCC faculty.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the 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.**

In April 2014, the College of Engineering at UF hired 4 new HCC faculty members under the Preeminence Initiative, <http://news.ufl.edu/archive/2014/05/experts-on-human-centered-computing-are-coming-to-uf.html>. The researchers had set up a successful HCC PhD program at Clemson University and naturally, the researchers decided to create a HCC PhD program at UF. The process began with Dr. Juan Gilbert, the primary lead for the proposal, meeting with the HCC faculty to establish the HCC PhD program criteria. There were multiple meetings from April to August. The proposal was presented three times to the faculty in the CISE department and approved on October 30, 2014. The HCC PhD proposal has also been approved by the College of Engineering and the Office of Institutional Planning and Research.

Planning Process

Date	Participants	Planning Activity
April - August 2014	HCC Faculty; Drs. Juan Gilbert, Eakta Jain, Lisa Anthony, Christina Gardner-McCune, Kyla McMullen, Damon Woodard	Discussions on the criteria for the HCC PhD program.
September 10, 2014	Dr. Juan Gilbert	Presented the HCC PhD proposal to the CISE Department Curriculum Committee
October 3, 2014	Dr. Juan Gilbert	Presented the revised HCC PhD proposal to the CISE Department Curriculum Committee
October 30, 2014	Dr. Juan Gilbert and CISE Faculty	CISE Department voted to approve the HCC PhD proposal
December 15, 2014	Dr. Juan Gilbert and College of Engineering Curriculum Committee	Approve HCC PhD proposal
December 16, 2014	UF Office of Institutional Planning and Research	HCC PhD proposal approved
December 16, 2014	Wesley E. Bolch, PhD, PE Associate Dean for Academic Affairs College of Engineering University of Florida	HCC proposal submitted for External Review
December 18, 2014	Dr. Rebecca E. Grinter, Professor School of Interactive Computing College of Computing Georgia Tech	External review returned to Dr. Wes Bolch
February 2015	CAVP Workgroup	HCC PhD pre-proposal approved

Events Leading to Implementation

Date	Implementation Activity
Summer 2014	UF hires Dr. Juan Gilbert and 3 other HCC faculty members from Clemson University. These hires, plus the existing 3, brought the HCC core faculty to 7. Three additional faculty members have affiliated with the HCC PhD, bringing the total to 10.
Fall 2014	Advertise and survey existing and prospective students on the HCC PhD program. There are at least 12 HCC PhD students to start the program.
Spring 2015	Approvals and Notifications by AP for Academic and Faculty Affairs Graduate Council University Curriculum Committee Notified Faculty Senate Steering Committee
Fall 2015	UF hires Drs. Kristy Boyer and Shaundra Daily as HCC faculty members. Faculty Senate Approves HCC PhD Academic Affairs Board of Trustees
Spring 2016	Board of Governors Academic Affairs Notified Graduate School Notified Office of the Registrar OIPR Notified College Notified SACS Notification
Fall 2016	Begin accepting students into new program. (Requires application and web site revisions)

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 BS computer engineering program, which is jointly offered by CISE and the Department of Electrical and Computer Engineering (ECE), is accredited by ABET. The most recent accreditation review occurred in Fall of 2012. No deficiencies or weaknesses were indicated. This BS program will be one key source of student recruits to the PhD in HCC. UF was also re-accredited by the Southern Association of Colleges and Schools Commission on Colleges in 2014 and there were no deficiencies noted.

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.**

Students that obtain the HCC PhD will have the following learning outcomes:

1. Student will be capable of conducting HCC research, including publishing.
2. Students will be capable of creating user interface designs.
3. Students will be capable of building software applications.
4. Students will be capable of evaluating software applications and other technologies with human subjects.

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

To receive full admission to graduate study in human-centered computing (HCC), a student must have completed an undergraduate degree from a regionally accredited institution or equivalent, and have taken computer programming courses through data structures. Data structures are a topic of computer science (CS) typically taught at the undergraduate level in a sequence of CS 1, CS 2 and sometimes, CS 3, depending on the specific department. An applicant with minimal deficiencies may be admitted with prerequisites, while one with several deficiencies may be required to satisfactorily complete prerequisite work as a non-degree student prior to admission as a graduate student. Students are not required to have a computer science degree. Each student will be reviewed for their qualifications as they relate to the field of HCC. The students must meet the minimum general graduate school requirements:

- GPA: B for all upper-level courses
- GRE: see CISE Department requirement below
- TOEFL: 550 on paper-based; (213 on computer-based; 80 on Internet-based). Applicants from India are exempt from the TOEFL (see a list of other countries that are exempt at <http://graduateschool.ufl.edu/admission/english-exemption-countries>). The University of Florida's school code for submission of TOEFL scores is 5812.
- You may substitute for TOEFL with:
 - IELTS with a minimum score of 6; or
 - MELAB with a minimum score of 77.

The majority of our accepted students have an undergraduate GPA of at least 3.3/4.0.

- GRE: GRE scores will be used in the context of a holistic credential review process. A strong performance is expected. For reference, the past year's averages were: 153 verbal, 164 quantitative, and 317 total (verbal and quantitative.) NOTE: See the most recent Concordance

Table, published by ETS, for comparable scores from the older GRE test format. The University of Florida's school code for submission of GRE scores is 5812.

- GRE scores are valid for 5 years only.
- TOEFL: 600 (250 computer-based; 95 internet-based). Applicants from India are exempt from the TOEFL (see a list of other countries that are exempt, <http://graduateschool.ufl.edu/admission/english-exemption-countries>). The University of Florida's school code for submission of TOEFL scores is 5812.
- You may substitute for TOEFL with:
 - IELTS with a minimum score of 7; or
 - MELAB with a minimum score of 90.

- 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.

To receive full admission to graduate study in human-centered computing (HCC), a student must have completed an undergraduate degree from a regionally accredited institution or equivalent, and have taken computer programming courses through data structures. Data structures are a topic of computer science (CS) typically taught at the undergraduate level in a sequence of CS 1, CS 2 and sometimes, CS 3, depending on the specific department. An applicant with minimal deficiencies may be admitted with prerequisites, while one with several deficiencies may be required to satisfactorily complete prerequisite work as a non-degree student prior to admission as a graduate student. Although formal course requirements for the PhD degree are minimal, a typical program requires two to four years of study beyond the MS degree. Each candidate is required to pass a comprehensive qualifying examination, a dissertation proposal, and a defense of the dissertation.

Requirements for Awarding the HCC PhD Degree

- 90 credit hours beyond the Bachelor's degree. (May include 30 hours from Master's program)
- 4 supervisory committee members (1 member from outside CISE)
- A Ph.D. qualifying exam
- Ability to pursue research (typically demonstrated by a research publication)
- A dissertation proposal and oral defense on a specific topic
- A dissertation
- A dissertation defense
- 5 years limit for PhD from admission to candidacy

PhD Student w/ prior Master's	PhD Student w/o prior Master's	
credit hours	credit hours	TYPE
30	n/a	from prior Master's degree (maximum allowed)
9	9	Program Core 3 hours of CAP 5XXX User Experience Design (in the approval process) 3 hours of CAP 5100 Human-Computer Interaction 3 hours of CAP 5XXX Research Methods in Human-Centered Computing (in the approval process)

9	9	<p>CISE required graduate-level courses from the list below.</p> <p>CAP 5100 Human-Computer Interaction (3) CAP 5416 Computer Vision (3) CAP 5510 Bioinformatics (3) CAP 5515 Computational Molecular Biology (3) CAP 5635 Artificial Intelligence Concepts (3) CAP 5705 Computer Graphics (3) CAP 5805 Computer Simulation Concepts (3) CAP 6402 Aesthetic Computing (3) CAP 6516 Medical Image Analysis (3) CAP 6610 Machine Learning (3) CAP 6615 Neural Networks for Computing (3) CAP 6617 Advanced Machine Learning (3) CAP 6685 Expert Systems (3) CAP 6701 Advanced Computer Graphics (3) CDA 5155 Computer Architecture Principles (3) CDA 5636 Embedded Systems (3) CDA 6156 High Performance Computer Architecture (3) CEN 5035 Software Engineering (3) CEN 6070 Software Testing and Verification (3) CEN 6075 Software Specification (3) CIS 6930 Special Topics in CIS (3; max: 9) CIS 6935 Graduate Seminar (1) CNT 5106C Computer Networks (3) CNT 5410 Computer and Network Security (3) CNT 5517 Mobile Computing (3) CNT 6107 Advanced Computer Networks (3) CNT 6885 Distributed Multimedia Systems (3) COP 5536 Advanced Data Structures (3) COP 5555 Programming Language Principles (3) COP 5615 Distributed Operating System Principles (3) COP 5618 Concurrent Programming (3) COP 5625 Programming Language Translators (3) COP 5725 Database Management Systems (3) COP 6726 Database System Implementation (3) COP 6755 Distributed Database Systems (3) COT 5405 Analysis of Algorithms (3) COT 5442 Approximation Algorithms (3) COT 5520 Computational Geometry (3) COT 5615 Mathematics for Intelligent Systems (3) COT 6315 Formal Languages and Computation Theory (3)</p>
9	9	<p>Cognate Area (focused group of related graduate courses in a specific area and approved by the student's committee)</p>
15-18	45-48	<p>In addition to the courses listed below, other graduate-level courses excluding courses numbered 6971, 7979, or 7980. See cognate</p>

		course listing for additional examples. CIS 6905 Individual Study CIS 6910 Supervised Research CIS 6930 Special Topics in CIS
12-15	12-15	CIS 7980 and CIS 7979 - research for doctoral dissertation and advanced research
90	90	TOTAL (minimum)

HCC PhD Qualifying Exam

Prior to taking the qualifying exam, students must pre-qualify by taking at least 2 out of the 3 core courses and obtaining a 3.4 GPA. The PhD qualifying examination is a two-part written exam and is administered by a faculty committee that is relevant to the selected exam area. The two qualifying exam areas will be selected from the existing PhD qualifying exam areas within the CISE department.

Students must take the examination for the first time, no later than their 5th semester. They may retake a failed examination once, within one year.

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

Note: Courses within the HCC PhD core are designated by (HCC)

Student without a Master's degree:

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall Semester	-User Experience Design (HCC) -Grad Electives (6 hours)	-Qualifying Exams -CISE Elective -Grad Electives (6 hours)	-Cognate Electives (6 hours)	Grad Electives (12 hours) Research Hours	Grad Electives (12 hours) Research Hours
Spring Semester	-HCI (HCC) -Research Methods (HCC) -Grad Electives (6 hours)	-CISE Electives (6 hours) -Grad Electives (6 hours)	-Cognate Elective -Grad Electives (6 hours)	Grad Electives (6 hours) Dissertation Proposal	Dissertation Defense
Summers					

Student with a Master's degree (30 credit hours credit for Master's degree):

	Year 1	Year 2	Year 3	Year 4	Year 5
Fall Semester	-User Experience Design (HCC) -Grad Electives (9 hours)	-Qualifying Exams -CISE Elective -Grad Electives (6 hours)	-Cognate Electives (6 hours) Grad Electives (3 hours) Dissertation Proposal	Dissertation Defense	

Spring Semester	-HCI (HCC) -Research Methods (HCC) -Grad Electives (6 hours)	-CISE Electives (6 hours) -Grad Electives (6 hours)	-Cognate Elective Research Hours		
Summers					

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

Program Core - 9 hours

CAP 5XXX User Experience Design (currently in approval process) (3)

Introduces methods and tools used in User Experience Design (UXD): the early stages of software design focused on meeting user needs. Key concepts include user research, contextual design, design thinking, ideation, iterative design, prototyping, and design documentation. Software tools used in industry are used in class projects.

CAP 5100 Human-Computer Interaction (3)

Prereq: COP 3530, and any one programming course (CGS 2414, CGS 3460 or CGS 3464). Topics related to interaction with technology, including interface design, software tools, 3-D interaction, virtual environments, interaction devices, collaboration, and visualization.

CAP 5XXX Research Methods in Human-Centered Computing (currently in approval process) (3)

Introduces the fundamental methods and techniques to collect data from humans for building and evaluating technologies, including experimental design, types of variables, types of errors, hypothesis testing, survey design, behavioral and psychophysical methods.

CISE Required Courses 9 hours from the list below

CAP 5416 Computer Vision (3)

Prereq: MAC 2312, CGN 3421 or C-language.

Introduction to image formation and analysis. Monocular imaging system projections, camera model calibration, and binocular imaging. Low-level vision techniques, segmentation and representation techniques, and high-level vision

CAP 5510 Bioinformatics (3)

Prereq: COP 3504 or equivalent.

Basic concepts of molecular biology and computer science. Sequence comparison and assembly, physical mapping of DNA, phylogenetic trees, genome rearrangements, gene identification, biomolecular cryptology, and molecular structure prediction.

CAP 5515 Computational Molecular Biology (3)

Algorithms related to molecular biology. Sequence comparisons, pattern matching, pattern extraction, graph techniques in phylogeny construction, secondary structure prediction, multiple sequence alignment, contig search, DNA computing, computational learning theory, and genetic algorithms.

CAP 5635 Artificial Intelligence Concepts (3)

Prereq: COP 3530

Heuristic search, game theory, knowledge representation, logic, machine learning, AI languages and tools. Applications such as planning, natural language understanding, expert systems, and computer vision

CAP 5705 Computer Graphics (3)

Prereq: COP 3530

Display device characteristics; system considerations, display algorithms. Curve and surface generation. Lighting models and image rendering.

CAP 5805 Computer Simulation Concepts (3)

Prereq: COP 3530

Introduction to concepts in continuous and discrete simulation. Emphasis on fundamental concepts and methodology, using practical examples from a wide variety of disciplines.

CAP 6402 Aesthetic Computing (3)

Prereq: COP 5705, CAP 5805

Principles of artistically motivated, personalized representations of formal model structures in computing and mathematics.

CAP 6516 Medical Image Analysis (3)

Image formation, reconstruction mathematics (Fourier slice theorem, Abel, Hankel and Radon transforms), PDE-based denoising and segmentation, multidimensional clustering algorithms, iso-surface extraction, basic differential geometry of curves and surfaces, multidimensional splines, active 2D/3D models, image matching/registration with application to multimodal co-registration.

CAP 6610 Machine Learning (3)

Prereq: CAP 5615

Review of attempts, within the artificial intelligence community, to construct computer programs that learn. Statistical pattern recognition with its applications to such areas as optical character recognition. Inductive learning, automated discovery.

CAP 6615 Neural Networks for Computing (3)

Prereq: CAP 5635

Neural network models and algorithms. Adaptive behavior, associative learning, competitive dynamics and biological mechanisms. Applications include computer vision, cognitive information processing, control, and signal analysis.

CAP 6617 Advanced Machine Learning (3)

Prereq: CAP 6610

Advanced concepts in developing computer programs that learn and improve with experience. Emphasis on methods based on probability, statistics, and optimization.

CAP 6685 Expert Systems (3)

Prereq: CAP 5635

Production systems, meta-knowledge, heuristic discovery, in-depth examination of several expert systems including TEIRESIAS, AM, DENDRAL, MYCIN, IRIS, CASNET, INTERNIST, BACON, PROSPECTOR.

CAP 6701 Advanced Computer Graphics (3)

Prereq: CAP 4730 or CAP 5705 or consent of instructor

Curved surface representations, representation and visualization of higher-dimensional fields, advanced rendering, collision detection and collision response, and scene navigation in context of high-level graphics environments.

CDA 5155 Computer Architecture Principles (3)

Prereq: CDA 3101, COP 3530, and COP 4600

Fundamental design issues of processor and computer architecture, a variety of design approaches for CPU, memory, and system structure.

CDA 5636 Embedded Systems (3)

Prereq: CDA 3101 and knowledge of programming and data structures

Design and verification of low-cost, high-performance, low-power, and reliable embedded systems. The course covers all aspects related to embedded systems design including modeling, specification, exploration, estimation, optimization, synthesis, and verification of both software and hardware (analog as well as digital components) in embedded systems.

CDA 6156 High Performance Computer Architecture (3)

Prereq: CDA 5155, COP 5615

Design and evaluation of instruction-level (superscalar, superpipeline) and task-level (fine and coarse-grained) parallel architecture. Language and operating system support for instruction and task scheduling and task synchronization.

CEN 5035 Software Engineering (3)

Prereq: COP 3504 and COT 3100

Topics in projects organization, specification techniques, reliability measurement, documentation.

CEN 6070 Software Testing and Verification (3)

Prereq: CEN 5035

Concepts, principles, and methods for software testing and verification. Topics include human and machine-based testing strategies, formal proofs of correctness, and software reliability.

CEN 6075 Software Specification (3)

Prereq: CEN 5035

Concepts, principles, and methods for practical specification. System modeling, requirements exploration, validation and prototyping, and documentation techniques.

CIS 6930 Special Topics in CIS (3; max: 9)

Prereq: vary depending on topics

CIS 6935 Graduate Seminar (1)

Prereq: graduate status in CIS. M.S. students may take 1 time toward M.S. degree; Ph.D. students must take 3 times toward Ph.D. degree

Presentations by visiting researchers, faculty members, and graduate students.

CNT 5106C Computer Networks (3)

Prereq: CEN 4500C and COP 4600

The course covers the design, implementation and internals of modern computer networks. While all layers will be introduced, the layers below the Application Layer will be the main focus. The main effort will be spent on the design issues for Transport Layer, Network Layer, Data-Link and MAC Layer, and other related topics.

CNT 5410 Computer and Network Security (3)

Prereq: COP 3530, COT 5405; coreq: COP 4600

Issues, analysis, and solutions. Viruses, worms, logic bombs, network attacks, covert channels, steganography, cryptology, authentication, digital signatures, electronic commerce

CNT 5517 Mobile Computing (3)

Prereq: CEN 4500C

Emerging topics of wireless and mobile computing and networking including mobile computing models, mobile-IP, adhoc networks, Bluetooth, and 802. 11b. Mobile database access and mobile transactions in context of emerging field of M-commerce.

CNT 6107 Advanced Computer Networks (3)

Prereq: COP 5615, COP 5536, and CNT 5106C

Computer network architecture, including topologies, media, switching, routing, congestion control, protocols, and case studies.

CNT 6885 Distributed Multimedia Systems (3)

Design issues; survey of recent advances, including compression, networking, and operating system issues.

COP 5536 Advanced Data Structures (3)

Prereq: COP 3530

Development of efficient data structures used to obtain more efficient solutions to classical problems, such as those based on graph theoretical models, as well as problems that arise in application areas of contemporary interest

COP 5555 Programming Language Principles (3)

Prereq: COP 3530

History of programming languages, formal models for specifying languages, design goals, run-time structures, and implementation techniques, along with survey of principal programming language paradigms

COP 5615 Distributed Operating System Principles (3)

Prereq: COP 4600

The concepts and techniques of efficient management of computer system resources.

COP 5618 Concurrent Programming (3)

Prereq: COP 3100, 3530

Overview of principles and programming techniques. Reasoning about concurrency, synchronization, program structuring, multi-threaded server applications.

COP 5625 Programming Language Translators (3)

Prereq: COP 5555

Anatomy of translators for high-level programming languages.

COP 5725 Database Management Systems (3)

Prereq: COP 3530, 4600, or equivalent

An introduction to systems and procedures for managing large computerized databases.

COP 6726 Database System Implementation (3)

Prereq: COP 4600 and 4720 or 5725

DBMS architecture, query processing and optimization, transaction processing, index structures, parallel query processing, object-oriented and object-relational databases, and related topics

COP 6755 Distributed Database Systems (3)

Prereq: COP 5615, 5725, and a course in computer networks

Distributed database systems including the areas of distributed database design, resource allocation, access plan selection, and transaction management.

COT 5405 Analysis of Algorithms (3)

Prereq: COP 3530

Introduction and illustration of basic techniques for designing efficient algorithms and analyzing algorithm complexity.

COT 5442 Approximation Algorithms (3)

Prereq: COP 3530 or COT 5405

Fundamentals of algorithmic paradigms, analysis, techniques, and software. Topics include greedy methods, randomized algorithms, IP-rounding, approximability, covering, packing, clustering, and network problems.

COT 5520 Computational Geometry (3)

Prereq: COP 3530

Design, analysis, and implementation of algorithms and data structures to solve geometric problems. Applications in graphics, robotics, computational biology, data mining, and scientific computing. Convex hulls, Voronoi diagrams, triangulations, arrangements and range searching.

COT 5615 Mathematics for Intelligent Systems (3)

Prereq: MAC 2313, Multivariate Calculus; MAS 3114 or MAS 4105, Linear Algebra; STA 4321, Mathematical Statistics. Mathematical methods commonly used to develop algorithms for computer systems that exhibit intelligent behavior.

COT 6315 Formal Languages and Computation Theory (3)

Prereq: COP 3530 and familiarity with discrete mathematics and data structures
Introduction to theoretical computer science including formal languages, automata theory, Turing machines, and computability.

Cognate Core (Here are some sample cognate areas. These are selected by the student and his/her advisor and approved by the committee.) 9 hours

Entrepreneurship (Innovation Institute Certificate in Entrepreneurship)

EGN 6640: Entrepreneurship for Engineers

Credits: 3 Grading Scheme: Letter

Introduction to entrepreneurship, idea generating and feasibility analysis, and business planning. Lectures, case studies, student-led discussions, team business plans, and investor presentations.

EGN 6642: Engineering Innovation

Credits: 3 Grading Scheme: Letter

Concepts of innovative thinking and innovation practices. Using lectures, case studies, team exercises, and guest speakers, the course teaches life skills in innovative thought and action that students can use in careers ranging from starting companies to executing R&D projects in large companies.

EGN 6039: Engineering Leadership

Credits: 3 Grading Scheme: Letter

Concepts, theory and practice of engineering leadership; effective written and oral communications and presentations; engineering leadership characteristics, individual differences and self-awareness; developing and building teams; managing change, conflicts, and crises; and understanding real-world ethics and core values.

CIS 6930: Recent Advances in Social Network Computing

Special Topics in CIS (3; max: 9)

Prereq: vary depending on topics

CIS6930 - DEPT / CIS4930 - 9024 Data Mining

Special Topics in CIS (3; max: 9)

Prereq: vary depending on topics

Virtual Environments User Experience/ Natural User Interactions

DIG 6751C: Protocols for Multimedia Interfaces

Credits: 2-4 Max: 4 Grading Scheme: Letter

Prerequisite: Admission into the MA in DAS program as a full-time Major or written consent of Instructor.

Covering protocols that control the interface components of a wide range of human-computer interaction devices including computers, mobile phones, multimedia players etc. Principles of interactive event handling and skills in coding touch screen interaction using contemporary platforms and mobile device environments, virtual world interaction,

web-based interaction, as well as standard interaction methods for computer applications.

CAP 5XXX Natural User Interfaces (CISE Course Under Review for Approval) (3)
Introduces design, development, and evaluation of Natural User Interaction (NUI) technologies (e.g., non-keyboard and mouse technologies, such as touchscreen interaction, gesture interaction, speech interaction, etc.). Key concepts include hardware-to-software NUI pipeline and considerations in NUI software development (including existing platforms, toolkits, and APIs used to create NUI software).

DIG 6126C - Interaction Design

Credits: 1-3 Max: 6 Grading Scheme: Letter

Prerequisite: admission in MA DAS program or consent of instructor.

Extend theoretical and practical perspectives into several focused projects using interaction principles prevalent in the entertainment and simulation industries, by creating and evaluating solutions across iterative design and testing cycles researching usability and affective influence. Emphasizes principles of cognitive psychology, including mental models, targeting and interface metaphors.

Other graduate-level courses including research courses (15-18 or 45-48)

CIS 6905 Individual Study

Credits: 1-3 Max: 6 Grading Scheme: Letter, S/U

Prerequisite: consent of faculty member supervising the study

CIS 6910 Supervised Research

Credits: 1-5 Max: 5 Grading Scheme: S/U

Prerequisite: graduate status in CIS.

CIS 6930 Special Topics in CIS

Credits: 3 Max: 9 Grading Scheme: Letter

Prerequisite: vary depending on topics.

Research Credits (12-15)

CIS 7979: Advanced Research

Credits: 1-12 Grading Scheme: S/U

Research for doctoral students before admission to candidacy. Designed for students with a master's degree in the field of study or for students who have been accepted for a doctoral program. Not appropriate for students who have been admitted to candidacy.

CIS 7980: Research for Doctoral Dissertation

Credits: 1-15 Grading Scheme: S/U

- 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.**

At this time, the CISE Department has an Industry Advisory Board (IAB). The IAB will advise the department on all curricula activities. The HCC PhD program was created under the advisement of User Experience groups at BMW, Intel, Tesla and now Harris. These companies were all informed of our proposal and they have all commented on the proposal. Furthermore, the HCC PhD proposal is consistent with existing HCC PhD programs at Georgia Tech, Clemson, and UMBC.

Specific industry driven competencies include: User Interface Design, Software Development, and Usability Testing. These are the core industry driven competencies related to the HCC PhD. These competencies were identified in discussions with the industry partners (BMW, Intel, Tesla, Harris) and the university partners (Georgia Tech, Clemson, UMBC)

- 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.**

We are investigating accreditation from the Human Factors and Ergonomics Society (HFES), see http://www.hfes.org/web/Students/grad_programs.html

- 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?**

Given the interdisciplinary nature of the proposed HCC PhD program, we could accept students from numerous disciplines. For example, we have worked with students from the Arts, Humanities, Social Sciences, in addition to our Engineering students. Therefore, it's very difficult to name all the possible accrediting agencies for all of the prospective students we will admit.

- 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 HCC PhD will use the traditional deliver system on the main campus. No other university in the State of Florida has a HCC PhD program; therefore, it is not feasible to collaborate with other universities with respect to instruction delivery. As noted earlier, students will be recruited from Florida institutions, specifically, FAMU and FIU. Dr. Gilbert delivered the keynote for the Florida McNair Scholars Research Conference on October 17, 2014 at FIU. During his time at FIU and in other McNair Scholar meetings, discussions have occurred to pursue ways to recruit FIU students to the HCC PhD. Dr. Gilbert also visited FAMU and met with the Computer and Information Sciences (CIS) faculty and department chair on January 29, 2015. He also met with the Dean of the College of Engineering. In their meetings, Dr. Gilbert shared with the Dean and the FAMU CIS faculty information about the proposed HCC PhD and the fact that there are new HCC faculty, students and postdocs at UF. With their move, UF has the largest population of African-American computing sciences PhD students in the nation. As such, FAMU agreed

to establish a relationship with the new HCC faculty, students and postdocs.

IX. Faculty Participation

- A. Use Table 4 in Appendix A to identify existing and anticipated full-time (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.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time 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.

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

See CVs in Appendices.

- 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.**

Collectively, the list of achievements and awards received by the faculty include two recent Fulbright Scholars; twelve NSF Career Awards; four IEEE Fellows; one Association for Computing Machinery (ACM) Fellow, two AAAS Fellows, SCS Fellow, and SPIE Fellow; two members of the European Academy of Sciences; one IEEE Computer Society Taylor Booth Education Award; one IEEE Computer Society Wallace McDowell Award; one SIAM Fellow; one AAAS Mentor Award; one Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring (PAESMEM) award and one ACM Karl Karlstrom Education Award. One faculty member was recently named Editor-in-Chief of the ACM journal Computing Surveys (The ACM is the premier professional association for computer science. Computing Surveys has the highest impact of all the ACM journals.) Research expenditures for the 2012-2013 academic year were over \$4 million in direct cost and 1.1 million in indirect cost. Combined it was over \$5.2 million.

Below are the enrollments for Ph.D.'s in the CISE Department from Fall 2010 – Fall 2014. They are broken-down by the headcount numbers by term. (Fall begins each academic year)

Term	Headcount
Fall 2010	144
Spring 2011	131
Summer 2011	131
Fall 2011	131
Spring 2012	120
Summer 2012	115
Fall 2012	116
Spring 2013	106
Summer 2013	95
Fall 2013	110
Spring 2014	103
Summer 2014	94

Below are the Ph.D.'s awarded from Fall 2010--Fall 2014. These are broken-down by the numbers by term. (Fall begins each academic year)

Term	Ph.D, Degrees Awarded
Fall 2010	15
Spring 2011	4
Summer 2011	7
Fall 2011	11
Spring 2012	8
Summer 2012	10
Fall 2012	9
Spring 2013	9
Summer 2013	7
Fall 2013	5
Spring 2014	6
Summer 2014	2

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.

Please see attachment with library resources defined.

- 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. Please include the signature of the Library Director in Appendix B.

The George A. Smathers Libraries currently maintain a strong collection to support a PhD program in Human-Centered Computing. New resources added to the ACM and IEEE digital libraries are automatically included in their licensed packages. No additional funding is required beyond accommodating the annual price increases of existing resources.

- 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.

CISE Departmental Offices, Classrooms, and Labs are described below.

In the main building (CSE Building, Bldg #42), CISE now has 48,096 square feet of space. Of this, 33,128 SF is office space, 5,495 SF is research laboratory space, 4,950 SF is instructional space, 1,875 SF is conference and seminar rooms, and 2,648 SF is miscellaneous space for systems rooms, maintenance, and storage. In addition, we now have 416 SF (room CSE-E202). The instructional space is either totally dedicated to CISE (as in labs) or is allotted to other departments on a per semester basis if CISE does not claim it for a particular period (for classrooms only). Six teaching laboratories are provided in the CSE Building, in addition to the general UF computer laboratories. These focus on multimedia, architecture, and graphics, and are of a size suitable for the classes assigned to them. Students often meet with instructors in these areas to acquire skills in a hands on setting requiring specialized resources.

These are as follows:

- Room CSE E113: 16 PCs running Linux.
- Room CSE E114: 12 PCs running Linux, and 31 PCs running Windows.
- Room CSE E115: 24 PCs running Windows.
- Room CSE E116: 17 PCs running Linux.
- Room CSE E313: 3 PCS running Windows, and 12 PCs running Linux all with high-end graphics capabilities.
- Room CSE E309: 18 PCS running Windows, used primarily for TAs to hold office hours.

CISE public labs are available 24/7 to anyone who has a CISE account. Labs are locked between 5PM and 7AM, and require a valid Gator 1 card to access them. Also, labs are monitored with security cameras. After-hours access to computer labs is granted using enrollment information. This information comes from the College of Engineering, which in turn works directly with the Registrar. At the beginning of the semester downloads are done weekly. Afterwards, downloads are only done by special requests. Four additional labs are available for course-specific work, corresponding to five Research Centers:

Human-Computer Interaction Laboratory
 Center for Vision, Graphics, and Medical Imaging (CVGMI)
 Database Systems Research and Development Center
 Mobile and Pervasive Computing Laboratory
 Computational Science and Intelligence Laboratory

- 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 (E) below.**

None

- E. 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 for instruction or research space is required.

- F. Describe specialized equipment that is currently available to implement the proposed**

program through Year 5. Focus primarily on instructional and research requirements.

On the 5th floor of the Computer Science & Engineering building, we have a usability lab with a two way mirror between our experiment room and an observation room.

The Department of Computer and Information Science and Engineering possesses the following departmental computer resources supporting the academic and research missions:

- Five CISE CPU servers (a Solaris SPARC, two Linux AMD 64 and two Windows 2008R2 servers) are available via SSH, VNC or remote desktop to all users to run jobs, and to log in to from remote locations. These tend to be some of the fastest machines in the department and have the most memory.
- All faculty offices are equipped with a Windows or Linux workstation. Standard software installations include Ubuntu 10.04 or Windows 7, Java, jGRASP, many Microsoft packages due to the Microsoft Development Academic Alliance, Mozilla Firefox, Second Life, and Xming (X Windows on a Windows PC). Database software includes MySQL, PostgreSQL, and Oracle. Wireless access is available throughout the CSE Building and all of campus, including student dorms, cafeterias, and other public areas.
- The classrooms in the CSE building have all been provided with multimedia support and computers housed in a locked kiosk. In addition, all have access to the University's wireless network. That, combined with the college's requirement that all students possess an adequately-provisioned laptop computer, makes it easy to access resources in the classrooms.
- The bulk of the CISE's disk storage comes from a Sun 7410 with 66TB of raw disk space. An additional 60TB is provided by other servers. There are about 35 servers running a mix of Red Hat Enterprise Linux 6 and Solaris 10 providing such services as:
 - web hosting
 - email
 - database hosting – MySQL, PostgreSQL, Oracle
 - Kerberos / LDAP authentication
 - DNS
 - DHCP
 - backups via Tivoli Storage Manager and disk based rsyncs
 - Samba
 - NFS
 - security-related services
- Our web servers run on a Sun T5220 server with Solaris 10, 32GB of memory, and 1.2 GHz UltraSPARC-T2 CPUs. They serve Department content, user content, and various web applications that support the Department.
- We have, in total, about 100 Linux PCs running Ubuntu Desktop 10.04 and 130 Windows 7 PCs. They serve as lab machines and workstations for students, Teaching Assistants, Research Assistants, and Faculty. Of these, 58 Windows PCs and 65 Linux PCs are in public labs that are intended for general student use as well as use in lab sections of graduate and undergraduate classes.
- We provide a compute cluster consisting of a head node with dual Opterons, 16GB of memory and 3.5TB of storage with 20 worker nodes with dual Opterons and 32GB of memory running Linux (Ubuntu Server 10.04).

- We also provide a GPU compute cluster comprising five machines, each with up to three different high-end GPUs for those that make use of the unique compute capabilities that GPUs provide. These machines have dual twelve core CPU's, 64Gigabytes of memory and five TB of storage per node.
- The networking in the Department consists mainly of 100 Mb and 1 Gb connections, except for the servers which utilize a minimum of 1 Gb connections. Many have higher bandwidth connections utilizing EtherChannel. Our Cisco hardware—one Catalyst 6513, one Catalyst 6509E, and three Catalyst 4506s—provides routing and switch capabilities to the more than 600 devices and 80 networks in the Department. Our external connection is via 1Gb fiber connection to the University of Florida's core network.

G. 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.

None

H. 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.

None

I. 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.

A number of graduate students will be supported by teaching assistantships (TA) and research grants. The TA will be allocated to HCC students as needed from the total available for PhD students in CISE. Faculty write research grant proposals to fund graduate students. The HCC faculty have a very strong funding record and they support several graduate students through this funding. Currently, the prospective HCC PhD students have the following fellowships:

1. One NSF Graduate Research Fellowship (GRF)
2. Six GEM (Graduate Engineering Minority) Fellowships
3. One Bill & Melinda Gates Scholar
4. One Generation Google Scholarship Recipient

J. 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.

We have students that have worked on internships and/or planning internships with the following companies:

- Intel
- Harris Corporation
- Nielson
- Institute for Human Machine Cognition

Intel has awarded 4 GEM Fellowships to HCC students, see <http://www.gemfellowship.org/students/gem-fellowship-program/> The HCC PhD students have worked at Intel the past 3 years. The HCC faculty have established a working relationship with Intel where students are being hired as interns and Intel is funding projects at UF.

Harris Corporation and the HCC group at UF are establishing a relationship for internships, collaborative research, and future hires. This is an early relationship, but it is working.

Nielson hired a HCC PhD student as an intern this summer in Tampa, Florida. We are building a relationship with Nielson.

The Institute for Human Machine Cognition (IHMC) has also established a relationship with the HCC group. They have hired a HCC PhD student as an intern this summer and there are discussions for future hires.

APPENDIX A

**TABLE 1-A (DRAFT)
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate 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
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida College System transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* 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 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**	12	8.4	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	4	2.8	10	7	10	7	10	7
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	8	5.6	10	7	15	10.5	20	14
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	8	5.6	10	7	15	10.5	20	14
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***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	12	8.4	20	14	30	21	40	28	50	35

* 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						
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G	
	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	532,412	0	0	0	0	0	\$532,412	599,234	0	0	0	0	\$599,234	
A & P Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0	
USPS Salaries and Benefits	22,320	0	0	0	0	0	\$22,320	25,121	0	0	0	0	\$25,121	
Other Personal Services	26,250	0	0	0	0	0	\$26,250	29,545	0	0	0	0	\$29,545	
Assistantships & Fellowships	681,830	0	0	0	651,332	0	\$1,333,162	767,406	0	0	900,000	0	\$1,667,406	
Library	0	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	\$0	
Operating Capital Outlay	0	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	\$0	
Total Costs	\$1,262,812	\$0	\$0	\$0	\$651,332	\$0	\$1,914,144	\$1,421,306	\$0	\$0	\$900,000	\$0	\$2,321,306	

*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)	4.95	4.95
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$1,262,812	\$2,321,306
Annual Student FTE	8.4	35
E&G Cost per FTE	\$150,335	\$66,323

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
19140100-101-CRRNT, Department E&G Funds	6,728,289	988,809	\$5,739,480
19140100-107-CRRNT, UF Preeminence Funds	739,285	274,003	\$465,282
Totals	\$7,467,574	\$1,262,812	\$6,204,762

* If not reallocating funds, please submit a zeroed Table 3
 Note: the \$6,728,289 is the CISE department budget

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	Lisa Anthony, Ph.D.	Asst. Prof.	Tenure-track	Fall 2016	9	1.00	0.50	0.50	9	1.00	0.50	0.50
A	Kristy E. Boyer, Ph.D.	Aso. Prof.	Tenure-track	Fall 2016	9	1.00	0.50	0.50	9	1.00	0.50	0.50
A	Shaundra B. Daily, Ph.D.	Aso. Prof.	Tenure-track	Fall 2016	9	1.00	0.75	0.75	9	1.00	0.75	0.75
A	Christina Gardner-McCune, Ph.D.	Asst. Prof.	Tenure-track	Fall 2016	9	1.00	0.50	0.50	9	1.00	0.50	0.50
A	Juan E. Gilbert, Ph.D.	Professor	Tenure-track	Fall 2016	12	1.00	0.50	0.50	12	1.00	0.50	0.50
A	Eakta Jain, Ph.D.	Asst. Prof.	Tenure-track	Fall 2016	9	1.00	0.50	0.50	9	1.00	0.50	0.50
A	Benjamin Lok, Ph.D.	Professor	Tenure	Fall 2016	9	1.00	0.50	0.50	9	1.00	0.50	0.50
A	Kyla McMullen, Ph.D.	Asst. Prof.	Tenure-track	Fall 2016	9	1.00	0.50	0.50	9	1.00	0.50	0.50
A	Daniela Oliveira, Ph.D.	Aso. Prof.	Tenure-track	Fall 2016	9	1.00	0.10	0.10	9	1.00	0.10	0.10
A	Damon Woodard, Ph.D.	Aso. Prof.	Tenure-track	Fall 2016	9	1.00	0.10	0.10	9	1.00	0.10	0.10
C	New Hire, Ph.D.	Aso. Prof.	Tenure-track	Fall 2016	9	1.00	0.50	0.50	9	1.00	0.50	0.50
Total Person-Years (PY)								4.95				4.95

Faculty Code	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	4.45	4.45
B	New faculty to be hired on a vacant line	0.00	0.00
C	New faculty to be hired on a new line	0.50	0.50
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 4.95	Year 5 4.95

APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

9/15/15
Signature of Equal Opportunity Officer

Paul Russell
Date

Judith C. Russell
Judith C. Russell
Dean of University Libraries

September 9, 2014
Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

Appendix C Summary of Similar Programs

The proposed PhD in Human-Centered Computing (HCC) is focused on the design, construction, and evaluation of computational technologies as they relate to the human condition and impact society in general. There are currently 3 HCC PhD programs in the United States (University of Maryland Baltimore County, The Georgia Institute of Technology, and Clemson University). Once approved, the University of Florida will be the 4th HCC PhD program in existence. As such, there are no HCC PhD programs in the State of Florida at private or public institutions. Within the State of Florida the closest program to the proposed HCC PhD is at Florida State University.

FSU has a degree listed under CIP Code 30.3001 called Computational Science. After a careful evaluation of FSU's Computational Science PhD program, it can be observed that the HCC PhD program and Computation Science PhD program are both interdisciplinary PhD programs; however, the HCC PhD program has as its core studies in human computer interaction, user interface design, and research methods for human subjects. The Computational Science PhD program has a core consisting of Scientific Programming and Applied Computational Science courses. Owing to these differences, the newly proposed degree program is truly unique and not replicated to any extent on the UF campus nor across any of the State University System schools/colleges. Dr. Gilbert has reached out to Dr. Max Gunzburger at FSU to discuss these details between the proposed HCC PhD and the FSU PhD in Computation Science.

The HCC PhD degrees exist because the expertise required for this degree does not fit in traditional Computer Science or Computer Engineering PhD programs. CS & CE PhD programs have requirements for computer systems and theory. These courses are not required for HCC research. HCC researchers can design user interfaces and implement them using software languages and tools and then evaluate them in context with human subjects. However, CS & CE do not have any requirements related to the human condition, human subjects research, etc. Essentially, HCC is an extremely broad area that encompasses design, implementation and evaluation. There are PhD degrees that emphasize design, i.e. Industrial Design, Industrial Engineering (Human Factors), etc. There are PhD degrees that emphasize implementation or evaluation of software and/or hardware, i.e. CS & CE. There are also PhD degrees that emphasize evaluation, i.e. Psychology, Social Science, etc. HCC combines all of these disciplines into a single degree that meets the demands of industry, the academy and government. Therefore, HCC cannot effectively be incorporated into an existing PhD as a track because it's broader than any single degree and requires the ability to be interdisciplinary.



Rebecca E. Grinter
Professor
School of Interactive Computing,
College of Computing
Atlanta, Georgia 30332-0280 U.S.A.

beki@cc.gatech.edu
<http://www.cc.gatech.edu/~beki>

Thursday, December 18, 2014

Recommendation Letter for the Human-Centered Computing Ph.D. program at the University of Florida

To Whom It May Concern:

I am delighted to write this recommendation letter in support of the proposed Human-Centered Computing Ph.D. To set context, I am a Professor in the School of Interactive Computing, at the Georgia Institute of Technology. Prior to joining the faculty at Georgia Tech, I worked at Bell Laboratories and the Computer Science Lab at Xerox PARC. At Georgia Tech I have served as the Program Coordinator (lead administrator) for Georgia Tech's Human-Centered Computing (HCC) Ph.D. and also as Associate Dean for Graduate Affairs for the College of Computing the academic unit in which the HCC PhD is homed.

I'd like to begin my review by offering some insight into the almost decade of history that Georgia Tech has had with its Human-Centered Computing Ph.D. Like the proposal before you at the University of Florida, it was designed as a response to an emerging area of intellectual inquiry, that sat squarely at the intersection of computing and humanity. While our Computer Science Ph.D. was and remains extremely good at training a generation of future researchers and scientists who want to tackle fundamental problems associated with Computer technologies, the HCC PhD responded to the recognition that Computing skills are not the only type of skills necessary to address fundamental problems in human-centered research. The HCC Ph.D. not only allowed us to broaden our offerings in both classes and research to train people with these new human-centered computing skills (e.g. in the social sciences and humanities), but it allowed us to recruit new types of students, ones with a very diverse set of undergraduate and masters backgrounds.

Georgia Tech's Human-Centered Computing Ph.D. was approved in 2005 and today we have graduated students who've taken a variety of academic and industrial positions. Our alumni are now faculty at Universities including Carnegie Mellon, Drexel, Georgetown, Maryland, Michigan, Michigan State, Minnesota, Northeastern, Rose-Hulman and Virginia Tech. Others have taken positions at Google, Salesforce, and Samsung. Other HCC PhD programs have been launched as the proposal enumerates, and others have taken up the name to describe focus areas within computing research such as the University of Colorado, Boulder. The broad range of Universities that our graduates have joined as faculty suggest a broad national demand for people who can teach classes at both the graduate and undergraduate level that will prepare a workforce that can design and build systems that meet human-centered requirements. Our industrial graduates are leading those efforts inside various companies.

I would like to comment on several important points in the proposal. First, I want to commend the proposal for making an important distinction between Human-Computer Interaction and Human-Centered Computing. While Human-Computer Interaction has a long established history within

Computer Science, it is just one discipline that is contained within the broader view of Human-Centered Computing. I particularly like and encourage the focus on policy, which has not been a central part of Human-Computer Interaction. Training graduates who can inform local, State, and National policy is not something that Computing fields have done. And yet, it's hard to think of an agency that doesn't need to factor technical considerations into the policy that is made. From having computationalists inform the review of Patents, through to advisors who can make sensible recommendations about the value and role of technology in Healthcare, Education and Disaster Response, to name just three, is increasingly important in Government. I think there is significant promise for any program that can develop graduates who want to help policy-makers draft legislation and so forth informed by a deep understanding of what is actually technically possible, and what human-centered concerns should inform any systems designed, deployed and evaluated.

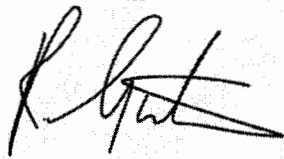
The proposal argues that a Human-Centered Computing degree will attract a diverse body of students into the STEM workforce. I concur based on our experiences at Georgia Tech. The Ph.D. has always been roughly 50-50% men/women. While we can always do more to recruit and develop minorities, we have also had a number of African American students in the program as well. I was very impressed by diversity of the students who have expressed an interest in an HCC Ph.D. at the University of Florida; it is much to the credit of the faculty that they have such gender and racial diversity.

In many ways, the curriculum structure of the University of Florida proposal matches those that I have seen at Georgia Tech, Clemson, UMBC, and so forth. This is nice in that it continues to build a brand of Human-Centered Computing that employers recognise irrespective of where the education was attained. I believe that this will not only benefit the broader Human-Centered Computing faculty community, but that it will help the graduates of this program find employment.

I would like to close by saying how excited I am to see a Human-Centered Computing Ph.D. proposal from the University of Florida. There is an important and vibrant community of people focused on fundamental research and workforce training in areas in which a combination of technical and human skills are essential for forward progress. These problems are vital to the success of the nation. I look forward to what the graduates of this program will do in service of these goals.

If you have any questions, please do not hesitate to contact me.

Sincerely,

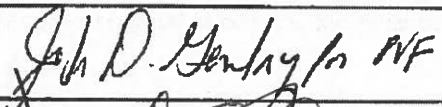
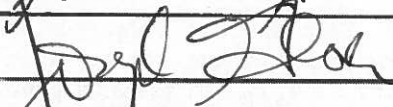
A handwritten signature in black ink, appearing to read 'R. Grinter', with a stylized flourish at the end.

Rebecca E. Grinter

and external career fairs, the UF Minority Mentoring program, freshmen-sophomore orientation and information sessions managed by the college, presentations in courses and health-related career clubs, individual advising appointments, and liaisons between college advisors and Florida SUS community colleges. We have also formed a college diversity committee, which makes recommendations regarding diversification activities. In addition, course content related to cultural competence will be incorporated in the curriculum.

8. Are the graduates of the program in high demand? If so, and if the program is to be limited due to lack of adequate resources, provide a justification for limiting access to the program rather than reallocating resources from programs with low market demand.

Students admitted to the college at the junior level have strong academic credentials. Therefore, they are routinely successful in achieving their goals of advanced education or employment. In addition, we plan to offer a combined degree program (BPH-MPH) to facilitate entry to the master's program for high achieving students. Resource reallocation will occur. The resources currently allocated to the pre-public health track will be used to support the public health degree given we will be sunsetting the pre-public health track if the degree program is approved.

Request Initiated by:	Stephanie Hanson, PhD, College of Public Health and Health Professions
EEO Officer's Signature:	
Provost's Signature:	

Send the completed form to: *Dr. Dorothy J. Minear*
Sr. Associate Vice Chancellor, Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950

Limited Access Form Updated 9/08



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP3
DECEMBER 3, 2015**

SUBJECT: Degree Program Termination

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.

Due to the lack of interest and no student enrollment for the past 10 years, it is requested that the Engineer Degree in Industrial and Systems Engineering Program be terminated. The Faculty Senate approved the College of Engineering’s request at its August 27, 2015 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the proposed termination of the following degree program: Engineer degree in Industrial and Systems Engineering, CIP Code 14.2701, 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. Notification of termination to the Board of Governors is required for all other degrees.

Supporting Documentation Included: See [Appendix](#).

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

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: University of Florida

PROGRAM NAME: Industrial and Systems Engineering

DEGREE LEVEL(S): Engineer **CIP CODE:** 14.2701
(Ph.D., Ed.D., etc) (Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: Summer 2015
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: Summer 2015
(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.

There is a lack of interest in our Engineer's Degree program. There has been no student enrollment for at least the last 10 years.

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.

Our Engineer's Degree program is currently offered at the University of Florida in Gainesville, Florida. The termination of this program will have no impact on enrollment, enrollment planning and reallocation of resources because no student has enrolled in the program for at least the last 10 years.

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?**

No step has been taken to inform students or faculty members because no one is currently active in the program or has been so for at least the last 10 years.

- 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.**

There is no data because no one is currently active in the program or has been so for at least the last 10 years.

- 6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.**

There is no negative impact because no one is currently active in the program or has been so for at least the last 10 years.

PROGRAM TERMINATION FORM (PAGE 3)



Signature of Requestor/Initiator

9/15/15
Date



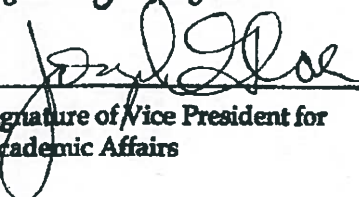
Signature of Campus EO Officer

9/21/15
Date



Signature of College Dean

9/16/15
Date



Signature of Vice President for Academic Affairs

9/17/15
Date

REVISED 11/2009



The Graduate School
Office of the Associate Vice President and Dean

164 Crinter Hall
PO Box 115500
Gainesville, FL 32611-5500
352-392-6622 Tel
352-392-8729 Fax

April 20, 2015

MEMORANDUM

TO: Joseph Geunes
Professor
Department of Industrial and Systems Engineering

FROM: Henry T. Frierson
Associate Vice President and Dean
Graduate School

RE: #10026 terminate the Industrial and Systems Engineering Engineer degree program

The proposal from the College of Engineering to terminate the Industrial and Systems Engineering Engineer degree program was approved at the April 16, 2015, Graduate Council meeting effective Summer 2015, pending further approvals.

The following individuals and offices will be notified by a copy of this letter so that they can complete their processes to implement the termination:

- Gann Enholm, Rimjhim Banerjee-Batist, Stacy Wallace, Graduate School
- Diana Hull, University Curriculum Committee and Office of the University Registrar
- Marie Zeglen, Office of Institutional Planning and Research
- Sue Alvers, Administrative Assistant to Faculty Senate Chair
- Wesley Bolch, Associate Dean, College of Engineering

HFD



University of Florida Student Government *State of the Campus Address*



The State of the Campus Address serves to inform the UF Student Body about the initiatives SG has been working on so far this term and to update students on the progress of Student Government as the year continues.

LETTER FROM JOSELIN PADRON-RASINES

At the beginning of the year, we promised to be an accessible student government and I'm proud to say that we have kept that promise. Over the past semester, we have started weekly, public events with all three of the executive officers to give students an opportunity to meet with us and discuss campus affairs directly.

Outside of SG itself, we have already started lobbying for students' interests in Tallahassee & Washington D.C.; well before session has completely started in order to make sure that our needs are properly addressed in government. This year, we are focusing on keeping tuition and fees low for students, expanding summer bright futures, and funding the renovations for the Norman Hall. Additionally, we are working with the College of Fine Arts to continue the research and discussion into funding renovations of the music building.

As a whole, the executive branch has made diversity a priority for this administration and UF students, faculty and staff. We are also continuing our all gender bathroom conversion project to residence halls and more on-campus buildings to make UF a more inclusive campus for people of all gender identities. Additionally, I worked with my team to create a new SG Diversity Affairs advisory position to speak for inclusivity and over diversity awareness on campus. Through that, we gave mandatory diversity training to all executive branch staff to make them better aware of different perspectives at UF within their individual organizations.

As student government, we strive to listen to the students' needs and make positive changes for their benefits. At the beginning of our term, we heard numerous accounts of a need for more safe transportation on campus. In response to this, we distributed a Transportation Survey to students all over campus to hear their ideas for new transportation methods and how to improve the current ones. We are currently discussing many of these options with local transport interests.

So far this year, we have hosted numerous events on campus so far as well including: Sexual Assault Awareness Week, and now, in coordination with the State of Campus Address, Civic Engagement Week. This is just the beginning however, we will continue to keep making strides for the students throughout the rest of the year.

—jos



SG FINANCE STATUS

Since taking office in April, our main objective has been to put the needs of the students first and increase the transparency of Student Government financial processes. This summer, we amended the budget for this 2015-2016 fiscal year and, for the first time in history, we were able to have a decrease in Student Government's budget for the 2016-2017 fiscal year. This is a reflection of SG Finance's meticulous attention to detail when assessing the current year's budget, coupled with the desire to spend SG's money as mindfully as possible. In addition, we created a \$50,000 projects line so that SG can have money dedicated to projects we undertake. Some of these projects include the solar-powered picnic tables and the additional tables installed in Turlington Plaza.

In line with our goal of more transparency, we were able to create a Docutraq Transparency Report, which shows the approved Student Activity Requests submitted by campus organizations. This allows students to see how their Activity & Service fees are being spent by these organizations. This encourages students to take advantage of the services that Student Government provides because they can see specifically how their money played into its success.

With the help of Action SG, we created an event called Nickel and Dime With Nick to allow students the opportunity learn more about SG Finance and ask my Assistant Treasurers, Chief of Staff, or myself any questions. At the event, students are asked trivia questions such as how much SG's budget is, what services SG provides, and how much per credit hour they pay towards the budget. Many students were excited to learn more about SG Finance and even surprised by how much we fund.

Our goals for the rest of this year center on one main theme: having a lasting impact on the student body. One of our main projects right now is creating a professional business clothing lending closet for students: the Greater Gator Closet. We know that business attire is expensive and that not every student can afford it, especially if they only use it sparingly. We are working with various campus faculty members, including Associate Vice President Dr. Jen Day Shaw from the Dean of Students Office, to make this program a reality. We are very excited to provide this opportunity to all UF students!

We are working to make SG accessible and transparent. If there is any idea that a student has, this administration is committed to putting it into action.



AGENCY HIGHLIGHTS

Youth Leadership Conference (YLC) is starting the first **Sponsorship Program** to cover the attendance cost of \$250 for up to 20 students from underprivileged areas that cannot afford the conference cost.

Student Government Productions (SGP) has put on 2 successful shows with **Fat Joe** and **Gator Growl** featuring: T.I., Echosmith & Jana Kramer. **Andy Grammer** will be coming later this month, and 3 other concerts are planned for Spring semester.

Students Taking Action Against Racism (STAAR) hosted a forum entitled "**What you can't get back: the human costs of mass incarceration**" where panelists discussed the issues facing those who have been incarcerated. Panelists also discussed the correlation between color and incarceration rates. STAAR held a public screening of **Gator Tales**, a play based on the oral histories of the first black people to integrate the University of Florida and Gainesville high school.

In coordination with other organizations on campus, the **Freshman Leadership Council** planned 5 high-scale events in the fall semester such as **Pass the Plate**, **Food for Thought**, **Pumpkins in the Plaza** and **Heroes of UF**. They all obtained or are expected to gain at least 300 in attendance (some as high as 700).

Gators Going Green successfully started a bicycle tire **rubber recycling program** in the SG Bike Repair Shop in the Reitz Union and mapped out all of the **self-repair bike maintenance stations** on campus to increase student awareness of the services provided to them. Through a partnership with Greeks Going Green, UF was one of 16 universities across the United States to compete in the "**Kill the Cup Challenge**": an effort to reduce the paper cup waste used in on-campus coffee shops. The winning university is currently under deliberation.

External Affairs has worked with SBP Joselin Padron-Rasines Padron-Rasines to lobby early for **tax-free textbooks, tuition, funding, and Bright Futures**. External Affairs has been working to extend those tax breaks. In coordination with the **Student Legislative Action Program**, External Affairs helped coordinate an informative legislative discussion.

AGENCY HIGHLIGHTS

ACCENT Speakers Bureau partnered with Pride Student Union to host **Jim Obergefell**, a key player in one of the most consequential Supreme Court cases of the 21st century: same-sex marriage. To celebrate Homecoming Week, ACCENT brought newly retired **U.S. National Women's Soccer Player Abby Wambach** back to the University of Florida.

Nightlife Navigators hosted the first **Scooter Safety Week** to promote general safety practices and the benefits of wearing a helmet while scooting.

Action SG started the **#SGPowerHours** campaign where SG officials' office hours are publicized on social media and visitors are encouraged to share their stories and discussions through the SG social networks.

Chomp the Vote has already registered more people than the past two years combined with more than 300 registrations so far.

Student Honor Code Administration hosted **Conflict Resolution Day** and had over 50 people participate with their trained conflict coaches.

Gator Innovators held **UF Demo Day** with Guest Speaker **David Whitney** at University of Florida's Engineering Innovation Institute to give students a chance to see cutting edge advances in engineering and hear from a distinguished professional in the field.

ADVISOR UPDATES

The Solicitor General, Nicholas Gurney, filed a brief with the UF SG Supreme Court to review the constitutionality of the Executive Committee.

Rachel Wise, SG Press Secretary, coordinated with The Independent Florida Alligator to set up a monthly column with SBP Joselin Padron-Rasines.

Graduate and Family Affairs Advisor Michael Vincent is working with Baby Gator to make child care more available on campus.

Harrison Magoutas, Technology Advisor, helped organized the UF Technology Fair which advises students on their resources on campus like the SG Printing Lab.

Legal Affairs Advisor Brandon Spierto helped lead the effort to expand Student Legal Services to part-time students, innovation academy students, and other affected parties.

Diversity Affairs Advisor Kalyani Hawaldar helped coordinate the all-gender bathroom conversion project on campus to make facilities more inclusive.



CABINET'S CREATIONS

Health Affairs helped host **Climb UF**, event to raise awareness for the Cystic Fibrosis foundation. Not only did they have the presence of several Gator football players at the event, but they also received the endorsement of **Tim Tebow** on ESPN!

Orange and Blue had its first collaboration with the UAA this year to build hype for the Florida v. Georgia game with #WarfortheOar #FloridaFriday is a recurring event from the UAA to promote school spirit among students. They are also currently working on a UAA Meet & Greet event with student athletes.

Academic Affairs will soon be hosting "**Study with SG**". This event will be nights where students who attend will not only get snacks and refreshments to aid their studies, but connections with local tutoring agencies as well.

Disability Affairs hosted the largest and only **Accessibility Fair** aimed at informing students, faculty and staff with information about organizations that contribute to the lives of those that identify with having a disability and their allies.

Veterans Affairs hosted **Veterans' Walk** in honor of Veterans' Day for members of the armed forces in the Gainesville community.

Women's Affairs has held various **Yes Means Yes** seminars on campus to teach students about consent in a college environment.

Career Development organized the **Life After the Swamp: The Art of Negotiation** event to discuss how to negotiate a salary after getting a job offer.

LGBT+ Affairs held its first **Black Queer Collective**, a discussion group that served as a social and cultural body for LGBTQ+ students who identify as Black and/or African-American.

In coordination with **African Student Union**, **Chinese American Student Association** and **Gator Bhangra**, multicultural cabinet tabled in Turlington with **#UFCelebratesDiversity** to promote diversity on campus.

Form 1

Format and Guidelines for Institutes/Centers

Center for Respiratory Research and Rehabilitation

(Proposed Implementation Date)

The submission and signing of a proposal to initiate a State of Florida institute/center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

University of Florida

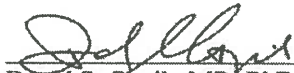
University Submitting Proposal


W. Kent Fuchs, PhD
President

6/27/15
Date


University Center

Type of Institute/Center


David S. Guzik, MD, PhD
Senior Vice President


6/17/15
Date

Proposed Implementation Date



David Norton, PhD
Vice President for Research

6/18/15
Date

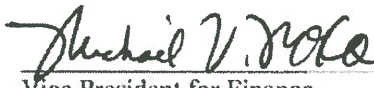
Associated Discipline (2-digit CIP)


Michael G. Perri, PhD
Dean, College of Public Health
and Health Professions

6/17/15
Date



Gordon S. Mitchell, PhD
Proposed Center Director

6/10/2015
Date


Michael V. Vokac
Vice President for Finance,
Administration, and Planning

6/19/15
Date


Provost


Tetsuo Ashizawa, MD
Director, McKnight Brain
Institute

6/17/15
Date

Form Ia
Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT

Date: 10 June 2015

Institute or Center Name: Center for Respiratory Research and Rehabilitation

College: College of Public Health and Health Professions

Indirect Cost Return: YES X % Return (max 7.5%) 7.5 %
NO _____

Dean's Agreement:

Indirect cost returns of 7.5% are being requested to support the long-term goal of the Center for Respiratory Research and Rehabilitation. These funds will be used to cover the Center Coordinator's salary, center operational expenses and Center programs (seminars, conference planning, pilot funds, etc).

(Use separate form for each college)



Dean's signature

EDC/cl

Proposal To Create a New UF Center
CENTER FOR RESPIRATORY RESEARCH AND REHABILITATION

Mission and Goals

This Center will establish the University of Florida as a world-renowned leader in research and treatment of neuromuscular disorders that compromise breathing.

The proposed ***Center for Respiratory Research and Rehabilitation*** will be a University of Florida Center designed to bring researchers together from throughout the UF campus in a collaborative effort to advance the understanding and treatment of neuromuscular disorders that compromise respiratory and related non-respiratory movements. The UF respiratory community is particularly strong in three key areas: respiratory neurobiology, respiratory muscle function and translational research in human clinical disorders. Relevant clinical disorders include spinal cord injury (SCI), motor neuron disease (ALS), muscular dystrophy (MD), Pompe Disease and others. What do these clinical disorders have in common? Each disorder impairs movements including breathing, and each causes death by respiratory failure. Although the University of Florida has a long history in respiratory research, it has never coalesced into a functional center. We anticipate that formal organization and leadership will improve collaboration and increase progress in this critical field.

The mission of the Center is to create a world-renowned program devoted to understanding physiological challenges to respiratory motor control in health and disease, to develop new strategies for respiratory rehabilitation, and to conduct clinical studies/trials for traumatic spinal injury, ischemic injury and neurodegenerative diseases that compromise respiratory function. Our goal is to unite investigators and clinicians at the University of Florida committed to understanding the biology and pathophysiology of breathing. The Center will also create important links between the University of Florida and private/public organizations that support biomedical research. Since ventilatory failure is the major cause of death in most traumatic, ischemic and neurodegenerative neuromuscular disorders, many foundations have realized the critical impact of preserving and/or restoring breathing in their target patient populations.

The focus of the Center will include 1) preclinical basic research on respiratory biology, with excellence in studies of neuroplasticity in the control of breathing, airway defense and respiratory muscle biology; and 2) translational research using animal models or humans with neuromuscular disorders that compromise breathing (e.g. spinal injury, ALS, Muscular Dystrophy, Pompe Disease, Parkinson's Disease, Multiple Sclerosis, Spinal Muscular Atrophy, sepsis and others). Fundamental principles derived from studies of respiratory function have already proven relevant in other motor systems, including walking, arm movements and speech/swallowing. Thus, a secondary theme of the Center is the translation of our findings to non-respiratory motor systems.

The Center will create an environment that fosters collaboration, both in research and in research training. Accordingly, other major goals of the Center are to: 1) develop an NIH funded T32 training grant that supports pre- and post-doctoral fellows in Respiratory Research and

Rehabilitation (graduate students will receive support via this grant, but will be enrolled in existing UF graduate degree granting programs); 2) stimulate new basic and applied research initiatives, including program project type grants; 3) organize regional, national and international conferences that enhance the reputation of UF; and 4) develop core facilities that support the mission of the Center. Although there are many centers of pulmonary (lung) function in the United States, we know of no similar Center focused on respiratory neuromuscular function—despite the fact that abnormalities in the neural control of breathing are highly prevalent in all traumatic, ischemic, genetic and neurodegenerative neuromuscular disorders. Quite simply, we have an opportunity to build a truly unique and important, world class Center.

Thus, the proposed Center for **Respiratory Research and Rehabilitation** supports the mission and goals of the University of Florida to establish itself as one of the nation's best public research universities. The Center will further interdisciplinary collaborations to confront important challenges to the health and welfare of the citizens of Florida (and elsewhere), advance research excellence that will create a better future for UF, Florida, the nation and the world.

Proposed Activities

- Build and maintain an intellectual environment for collaborative research concerning respiratory biology and rehabilitation including:
 - Seminars. Because of the large number of seminar series on campus, our initial plan is to coordinate with, and integrate sponsored speakers into existing seminar series, including Rehabilitation Sciences, Applied Physiology and Kinesiology, Neuroscience, Neurology Grand Rounds, etc. We have already begun this process.
 - Journal club(s) in related areas
 - Annual retreat
 - Monthly trainee presentations. The Center will host a monthly gathering of respiratory scientists and clinicians, and this will feature short but formal research presentations from 2 graduate and/or post-doctoral trainees.
 - Initiate national/international conferences (approximately every 3 years).
- Initiate/coordinate NIH program and training grant applications
 - Submit a pre- and post-doctoral T32 training grant application to the National Heart Lung and Blood institute in January 2016 (only deadline per year). The training grant (if secured) will fund post-doctoral and pre-doctoral trainees (pursuing PhD degrees in existing UF graduate degree programs, including Rehabilitation Sciences, IDP-Neuroscience, Physiological Sciences or Applied Physiology and Kinesiology).
 - Stimulate and coordinate NIH program project grant submissions (NHLBI, NINDS or CHHD). Available seed monies for Pilot projects will be assigned based on their potential to enhance program development.
- Create new graduate course on Respiratory Research and Rehabilitation offered through Rehabilitation Sciences Graduate Degree Program; this course will be a featured part of the PhD Trainee experience.

- Create core facilities/equipment for center faculty: rodent ventilatory measurements and respiratory muscle EMG telemetry; human intermittent hypoxia exposure equipment; other as appropriate and feasible.

Advantages of the center over current structure:

The considerable expertise at UF in respiratory biology and rehabilitation is currently spread across multiple campus units. There is no current “structure” for Respiratory Research or Rehabilitation—particularly as it applies to breathing, a neuromuscular (versus lung) function. The Center will provide a formal structure to foster interactions within and across colleges or other campus units, and will stimulate/accelerate research progress. By incorporating research on multiple neuromuscular disorders, our Center will have natural interactions with other related campus units, including the Center for Translational Research on Neurodegenerative Diseases, the Movement Disorders Center, the new Myology Institute, the Department of Applied Physiology and Kinesiology, the McKnight Brain Institute, and others. Our goal is to accelerate the acquisition of new knowledge, development of novel therapeutic interventions, and clinical application to treat respiratory insufficiency in multiple clinical disorders.

Synergistic and collaborative efforts existing amongst proposed Center members:

Many existing collaborations are already in place amongst proposed Center members. Some of these collaborations are informal, whereas others are funded by extramural grants. These collaborations include (at least) two departments in Public Health and Health Professions, (at least) six departments in the College of Medicine, (at least) three departments in the College of Engineering, one department in Health and Human Performance, and one in the College of Veterinary Medicine. The goals of the Center concern the number, importance and effectiveness of these collaborations in advancing science, securing extramural funding and in training the next generation of researchers in this field. Many junior and senior faculty have already expressed enthusiasm for the Center and new opportunities that it will bring to UF.

Leadership

Director: Gordon S. Mitchell

The Director of the *Center for Respiratory Research and Rehabilitation* will be Gordon S. Mitchell, PhD. Dr. Mitchell is a preeminence recruitment to the Department of Physical Therapy in the College of Public Health and Health Professions, and is a world renowned expert in respiratory neuroplasticity and the ability to harness that plasticity to overcome respiratory and non-respiratory motor deficits caused by spinal injury, ALS and related clinical disorders. He holds appointments in the Department of Neuroscience, and is located in the McKnight Brain Institute. He has more than 240 scholarly, refereed publications and an H index of 46. Dr. Mitchell has received numerous honors including a MERIT award from the NIH, service on multiple study sections and scientific advisory boards, selection as the Steenbock Professor of Behavioral and Neural Science (University of Wisconsin), recipient of the Norden Distinguished Teaching Award, the Walter F. Renk Distinguished Professor Award, and selection for special lectures by the Society for Neuroscience, the American Physiological Society (Comroe Lecture) and the Association of Chairs of Departments of Physiology (Guyton Award Lecture). He was

Chair of the Department of Comparative Biosciences at the University of Wisconsin for 17 years, and has served on advisory/governance boards for the American Physiological Society (Council) and the Francis Families Foundation.

Dr. Mitchell was among the first to recognize the importance of neuroplasticity in respiratory motor control. Currently, four major research areas are under active investigation. The first concerns cellular and molecular mechanisms giving rise to plasticity and "metaplasticity" of respiratory (phrenic and hypoglossal) motor output following intermittent hypoxia. A multidisciplinary approach is used, including neurophysiology, neuropharmacology, breathing measurements, immunohistochemistry and cell/molecular biology techniques, including flow cytometry and RNA interference *in vivo* (one of the first laboratories to successfully apply this technology *in vivo*). To date, at least six distinct cell-signaling cascades giving rise to long-lasting phrenic motor facilitation have been identified. The current research focus concerns how these pathways interact, when they are used by the animal and for what purpose.

A second project concerns the ability to harness intermittent hypoxia-induced spinal plasticity to treat respiratory and somatic motor deficits following chronic spinal injury. The fundamental goal is to harness intermittent hypoxia-induced plasticity (or small molecules that simulate aspects of intermittent hypoxia) to enhance respiratory and somatic motor function in rodents and persons with chronic spinal injury. Striking findings to date include: 1) repetitive acute intermittent hypoxia elicits profound functional recovery of breathing capacity and forelimb function in rodent models of spinal injury, and 2) leg strength and walking ability in humans with chronic spinal injuries.

A third research direction concerns mechanisms of compensatory respiratory plasticity in rodent models of neurodegenerative diseases, including ALS. Compensatory respiratory plasticity preserves ventilatory capacity during motor neuron disease despite progressive death of respiratory motor neurons; however, phrenic motor output is decreased, an indication of imminent ventilatory failure (the major cause of death in ALS patients). Dr. Mitchell successfully used intermittent hypoxia and stem cells implanted in the cervical spinal cord to promote motor neuron survival and preserve/restore respiratory motor output. Preliminary trials of intermittent hypoxia are planned in humans with ALS, a direction greatly enabled by Dr. Mitchell's relocation to the University of Florida this past year.

In the final major research area, interactions between systemic inflammation and spinal respiratory motor plasticity are explored; inflammation is common in many disorders that challenge ventilatory control, and undermines the capacity to induce functional recovery. As a direct result of his relocation to the University of Florida, Dr. Mitchell plans to extend this research to investigate respiratory and non-respiratory somatic motor deficits associated with cancer cachexia and sepsis.

The Mitchell laboratory collaborates with outstanding scientific groups in Florida (D. Fuller, E. Plowman, P. Reier, D. Baekey and E. Fox), Wisconsin (J. Watters, T. Baker-Herman, R. Johnson, M. Suzuki, A. Roopra, C. Burger), and other institutions with wide-ranging expertise, including rodent models (G. Muir, Saskatchewan) and human spinal injury (R. Trumbower, Emory; W.Z. Rymer, Rehabilitation Institute of Chicago), stem cell biology (C. Svendsen, Cedars Sinai, LA), exercise physiology (T. Babb, U.T. Southwestern), respiratory neurobiology (F.L. Powell, UCSD) and comparative physiology (W.K. Milsom, UBC).

Dr. Mitchell was director of the University of Wisconsin Respiratory Neurobiology Training program from 2002-2014. He is an experienced and successful trainer, having supervised >23 graduate students and >26 postdoctoral trainees, with service on >40 additional graduate thesis committees. Dr. Mitchell's trainees have been highly successful as a group: 1) laboratory trainees have won >50 awards from national/international organizations for research excellence; 2) >15 trainees were invited to give talks in symposia at national/international conferences; 3) >20 trainees successfully competed for fellowships from NIH or medical foundations; and 4) 5 former graduate students and 15 former postdoctoral trainees are now faculty at academic institutions, many with active, extramurally funded research programs. Dr. Mitchell has trained 18 clinically qualified trainees, including those seeking the MD/PhD degree (3), post MD research training (5), post DVM or joint DVM/MS degree (8), and post PT training (1).

Associate Director: David D. Fuller

Dr. David D. Fuller, PhD will provide additional leadership for the Center for Respiratory Research and Rehabilitation. Dr. Fuller received his doctoral degree in Physiology from the University of Arizona followed by post-doctoral training in Respiratory Neurobiology at the University of Wisconsin. He is currently a Professor in the Department of Physical Therapy and Director of the Rehabilitation Science Doctoral program at the University of Florida.

Dr. Fuller received the Giles F. Filley Award for Excellence in Respiratory Physiology and Medicine and the Outstanding New Investigator Award from the American Physiological Society. Dr. Fuller's research program concerns how neuroplasticity in the brain and spinal cord influences the control of breathing, and how rehabilitation can be used to promote recovery. The Fuller laboratory, located in the McKnight Brain Institute, is currently focused on respiratory control and rehabilitation in two diseases: spinal cord injury and a lysosomal storage disorder known as Pompe Disease. Dr. Fuller has authored 88 peer-reviewed journal articles and given numerous scientific presentations both nationally and internationally.

Dr. Fuller is the Director of the Rehabilitation Science Doctoral Program at the University of Florida (<http://rehabsci.php.ufl.edu/>). He is highly active in mentoring and teaching in the area of neuromuscular plasticity. Dr. Fuller's students and fellows have received grant awards from the NIH (NRSA predoctoral, K01 postdoctoral), the Neilsen Foundation (3 postdoctoral fellowship awards), the Foundation for Physical Therapy (predoctoral fellowship), and the Parker B. Francis Foundation (postdoctoral fellowship). He has been the primary mentor for seven postdoctoral fellows, two of which have gone on to tenure-track positions at major research universities. Dr. Fuller has been the primary mentor for six PhD students, and currently mentors two additional PhD students.

Center Coordinator

Andrea Mitchell, PhD, Dr. Med. Vet., Department of Physical Therapy, College of Public Health and Health Professions. Dr. A. Mitchell has expertise in respiratory neurobiology and has published her work in leading physiology journals. She also has over 10 years of experience in industry, supervising translational research at the world's largest contract research organization, Covance Laboratories. There she continued an excellent publication record in original research.

Advisory Committee

The Center will have an Advisory/Steering Committee consisting of the Director, the Associate Director and the following individuals:

- Michael Reid, PhD, Professor, Department of Applied Physiology and Kinesiology, Dean of College of Health and Human Performance
- Barbara K. Smith, PhD, PT, Research Assistant Professor, Department of Physical Therapy, College of Public Health and Health Professionals
- Donald C. Bolser, PhD, Professor and Associate Chair, Department of Physiological Sciences, College of Veterinary Medicine
- Barry J. Byrne, MD, PhD, Professor and Associate Chair, Department of Pediatrics, Director of UF Powell Gene Therapy Center, College of Medicine
- Todd E. Golde, MD, PhD, Professor and Director, Center for Translational Research in Neurodegenerative Disease, College of Medicine

The primary role of the Advisory Committee is to provide input on the best initiatives to further the mission of the Center. The Advisory Committee will meet on a recurring basis, most likely 2 or 3 times per year. Individuals were selected to represent campus units with primary “stake holders” in the Center, and others with expertise in administering an effective UF Center. We have had an inaugural meeting and discussed plans that are included in this Center Proposal.

Executive Committee

An appropriate Executive Committee (if necessary) would consist of:

- Dean of PHHP (PHHP): M. Perri
- Chair of Physical Therapy (PHHP): K. Vandenborne
- Dean of the College of Medicine (COM): M. Good
- Associate Dean of the College of Medicine: S. Sugrue
- Chair of Department of Neuroscience (COM): L. Notterpek
- Chair of Department of Physiological Sciences (CVM): Paul Cook
- Chair, Applied Physiology and Kinesiology (HHP): T. Clanton
- Dean, Health and Human Performance (HHP): M. Reid
- Director of McKnight Brain Institute: T. Ashizawa

This Executive Committee will meet infrequently, and will make decisions concerning future Center funding; it seems appropriate to appoint this Committee based on Center membership once it has been formed.

Commitment and interest from relevant stakeholders

The formation of this Center was discussed extensively during the recruitment and hiring of director Mitchell as part of the UF preeminence initiative. Accordingly, the Center has enthusiastic support and demonstrated commitment from the College of Public Health and Health Professions (including Dean Perri and Chair Vandenborne), the McKnight Brain Institute (Director T. Ashizawa), the College of Medicine (Dean M. Good and Associate Dean S. Sugrue) and the Clinical and Translational Science Institute (Director D. Nelson). Resources were committed by each of these units. Dean M. Reid of Human Health and Performance demonstrated commitment by agreeing to serve on the Advisory Board and through continued expressions of support. Dr. Guzik, Senior Vice President for health affairs, discussed and supported formation of this Center during Director Mitchell’s recruitment.

Center Membership

No members have been solicited to date since the Center has not been approved. In the appendix we list likely members.

Reporting Structure

The Center for Respiratory Research and Rehabilitation will report directly to the Dean of the College of Public Health and Health Professions.

Space Requirements

Other than the space already assigned to Dr. Mitchell in the McKnight Brain Institute, the Center will not have additional physical space requirements at the outset; it will be a collaboration of researchers participating from their existing space. Dr. Mitchell has been assigned office space for the Center staff, and a small mixed-use room to hold meetings, analyze data and house postdoctoral trainees from multiple laboratories. Initial core facilities can be accommodated within Dr. Mitchell's current laboratory assignment.

Budget

Center **operational funds** from the College of Public Health and Health Professions were committed (per Mitchell letter of offer) in the amount of \$40,000 for 3 years to support seminars and conferences, office assistance, website development and miscellaneous expenses.

Funds to support the **Center Coordinator** in the amount of \$70,000 per year (plus fringe benefits) for 3 years were committed (per Mitchell letter of offer) by the College of Public Health and Health Professions. The Center Coordinator serves as the administrative and financial officer for the Director of the Center. The coordinator provides administrative support and project management to the Director of the Center as well as developing a T32 training grant proposal, web-based materials, serving as a liaison with other UF and outside institutions and organizations affiliated with the Center, organizing scientific meetings, seminars, and conferences, and assists in administrative tasks that support the mission of the Center.

The Clinical and Translational Science Institute committed \$60,000 per year for 3 years to support **pilot projects** in translational research by Center members (per Mitchell letter of offer).

The College of Medicine committed to hire two state-funded **faculty positions** plus adequate **start-up packages** to strengthen the ability of the Center to achieve its mission (per Mitchell letter of offer).

The McKnight Brain Institute committed \$200,000 per year for five years to fund Center initiatives in research relevant to **spinal cord injury**.

Future funding sources

Indirect cost return

Indirect cost returns of 7.5% are requested to support the long-term goals of the Center. These funds will be used to cover the Center Coordinator salary, Center operational expenses and Center programs (seminars, conference planning, pilot funds, etc.).

Training and program grant revenues

We plan to submit a training grant application in January, 2016 to support Center training activities and to contribute to ongoing administrative costs. In addition, program grant applications will be developed as possible to support Center core facilities and research activities (including administrative costs).

Appendix 1: Potential Center for Respiratory Research and Rehabilitation Membership

Baekey, David M., Assistant Professor, Department of Physiological Sciences, CVM
Barton, Elisabeth R., Professor, Dept. Applied Physiology and Kinesiology, HHP
Bolser, Donald C., Professor, Department of Physiological Sciences, CVM
Bose, Prodip K., Associate Professor, Department of Physiological Sciences, CVM
Byrne, Barry J., Professor and Associate Chair, Department of Pediatrics, COM
Clanton, Thomas L., Professor and Chair, Dept. Applied Physiology and Kinesiology, HHP
Davenport, Paul W., Professor, Department of Physiological Sciences, CVM
Thompson, Floyd J., Adjunct Professor, Dept. of Physiological Sciences, CVM
Falk Darin J., Assistant Professor, Department of Pediatrics, COM
Ferreira Leonardo F., Assistant Professor, Dept. Applied Physiology and Kinesiology, HHP
Fox, Emily J., Assistant Professor, Department of Physical Therapy, PHHP
Fuller, David D., Professor and Assoc. Director, Department of Physical Therapy, PHHP
Gabrielli, Andrea, Professor, Dept. of Anesthesiology and Surgery, COM
George, Steven, Associate Professor, Department of Physical Therapy, PHHP
Hayward, Linda F., Associate Professor, Dept. of Physiological Sciences, CVM
Hegland, Karen W., Assistant Professor, Department of Speech, Language and Hearing Sciences, PHHP
Hoh Daniel J., Assistant Professor, Department of Neurological Surgery, COM
Humbert, Ianessa A., Associate Professor, Department of Speech, Language and Hearing Sciences, PHHP
Judge, Andrew R., Associate Professor, Department of Physical Therapy, PHHP
Brantley, Mark L., Professor and Chief, Division of Pulmonary, Critical Care and Sleep Medicine, COM
Mandel, Ronald J., Professor, Department of Neuroscience, COM
Martin, Anatole D., Professor, Department of Physical Therapy, PHHP
Mitchell, Gordon, Professor and Center Director, Dept. of Physical Therapy, PHHP
Patten,Carolynn, Associate Professor, Department of Physical Therapy, PHHP
Plowman, Emily K., Associate Professor, Dept. of Speech, Language and Hearing Sciences, PHHP
Powers Scott K., Professor, Dept. Applied Physiology and Kinesiology, HHP

Reid, Michael B., Professor and Dean, Dept. Applied Physiology and Kinesiology,
HHP

Reier Paul J., Professor, Department of Neuroscience, COM

Rose, Dorian K., Assistant Professor, Department of Physical Therapy, PPHP

Schmidt, Christine E., Professor and Chair, Dept. of Biomedical Engineering, COE

Smith, Barbara K., Assistant Professor, Department of Physical Therapy, PPHP

Smuder, Ashley J., Assistant Professor, Dept. Applied Physiology and Kinesiology,
HHP

Vandenborne, Krista H.E., Professor and Chair, Department of Physical Therapy,
PPHP

Zubcevic, Jasenka, Assistant Professor, Dept. of Physiological Sciences, CVM

Two new faculty recruits, College of Medicine.

Allied individuals (ongoing or potential collaborations and/or advisory role):

Ashizawa, Tetsuo, Executive Director MBI, Department of Neurology, COM

Bashirullah, Rizwan, Assistant Professor, Dept. of Electrical & Computer
Engineering, COE

Bishop, Mark, Associate Professor, Dept. of Physical Therapy, PPHP

Borchelt, David R., Professor, Department of Neuroscience, COM

Candelario-Jalil, Eduardo, Assistant Professor, Department of Neuroscience, COM

Christou, Evangelos A., Associate Professor, Dept. of Applied Physiology and
Kinesiology, HHP

Forder, John, Associate Professor, Radiology, COM

Foster, Thomas, C., Professor, Department of Neuroscience, COM

Golde, Todd E., Professor, Director CTRND, COM

Gunduz, Aysegul, Assistant Professor, Dept. of Biomedical Engineering, COE

Notterpek, Lucia, Professor and Chair, Department of Neuroscience, COM

Okun, Michael S., Professor, Department of Neurology, COM

Ormerod, Brandi K., Assistant Professor, Dept. of Biomedical Engineering, COE

Otto, Kevin, Associate Professor, Department of Biomedical Engineering, COE

Vaillancourt, David, Professor, Dept. of Applied Physiology and Kinesiology, HHP

Vemuri, Baba, Professor, Dept. of Computer & Information Science & Engineering,
COE

Streit, Wolfgang J., Professor, Department of Neuroscience, COM

Institute/Center Data

Directory Information		
I/C Name: Center for Respiratory Research and Rehabilitation		
I/C Code:	University: University of Florida	I/C Type:
I/C Director: Gordon S. Mitchell, PhD		Discipline(s) (2-Digit CIPs):
I/C Address:		
I/C Telephone: 352-273-6107	I/C E-Mail Address: gsmitchc@p.php.ufl.edu	
I/C SUNCOM:	I/C Web Site Address:	
I/C FAX:	Affiliated Universities:	

Mission and Areas of Focus

<p>Mission Statement: (No more than 120 words)</p>	<p>The mission of the Center is to create a program to understand physiological challenges to respiratory motor control in health and disease, to develop new strategies for respiratory rehabilitation, and to conduct clinical studies/trials for traumatic spinal injury, ischemic injury and neurodegenerative diseases that compromise respiratory function. Our goal is to unite investigators and clinicians at the University of Florida committed to understanding the biology and pathophysiology of breathing. The Center will create links between the University of Florida and private/public organizations that support biomedical research. Since ventilatory failure is the major cause of death in most traumatic, ischemic and neurodegenerative neuromuscular disorders, many foundations have realized the critical impact of preserving and/or restoring breathing in their target patient populations.</p>
<p>Key Terms:</p>	<p>respiratory motor control respiratory rehabilitation neurodegenerative diseases</p> <p>spinal injury biology and pathophysiology of breathing</p>

Form 3

I/C Code:	I/C Name: Center for Respiratory Research and Rehabilitation		
Prepared By: Andrea Mitchell	Date: 6/10/2015	Telephone: 608-332-1320	

Estimated Expenditures for the Institute/Center		FISCAL YEAR:				
		Budgetary Unit:* UF-HSC				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify #)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS				\$93,100.00	\$93,100.00
Other	Housestaff					
Personal	Graduate Assistants					
Services	Other				\$60,000.00	\$60,000.00
Expenses					\$40,000.00	\$40,000.00
Operating Capital Outlay						
Total Expenditures					\$193,100.00	\$193,100.00

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)					
TEAMS and USPS Positions (FTE in Personyears)				1.00	1.00
Total Positions (FTE in Personyears)				1.00	1.00
Sum of Salary Rates for These Faculty Positions					
Sum of Salary Rates for These TEAMS and USPS Positions				\$70,000.00	\$70,000.00
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions				\$70,000.00	\$70,000.00

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

see Page 7 of proposal for details

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	144 sq. ft.		540 sq. ft.	
Rented				
New Construction				

Signature sheet for New Institutes

Institute for Sustainable Food Systems

The submission and signing of a proposal to initiate a State of Florida institute/center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

_____	<u>W.K. De</u>	<u>8/21/15</u>
University Submitting Proposal	President	Date
_____	<u>James M. Payne</u>	<u>7/30/15</u>
Type of Institute/Center	Senior Vice President	Date
_____	<u>[Signature]</u>	<u>7/31/15</u>
Proposed Implementation Date	Vice President for Research	Date
_____	<u>Julie Bonas</u>	<u>7-29-15</u>
Associated Discipline (2-digit CIP)	Dean of School or College	Date
<u>James L. Anderson</u>	<u>[Signature]</u>	<u>7/29/15</u>
Proposed Institute/Center Director (if known)	Vice President for Finance, Administration, and Planning (as appropriate)	Date
	<u>Provost</u>	<u>8-9-15</u>
	Other President(s)/ Administrator(s)	Date (as appropriate)

Form 1a
Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT

Date:

Institute or Center Name: Institute for Sustainable Food Systems

College: IFAS

Indirect Cost Return: YES X % Return (max 7.5%) 7.5 %
NO

Dean's Agreement:
(Use separate form for each college)



Dean's signature

EDC/cl

Form 2

Institute/Center Data

Directory Information

I/C Name: Institute for Sustainable Food Systems		
I/C Code:	University: University of Florida	I/C Type:
I/C Director: James L. Anderson		Discipline(s) (2-Digit CIPs): 01, 03, 15, 19, 30, 45, 51, 52
I/C Address: PO Box 110240 Gainesville, FL 32611		
I/C Telephone: 352-294-7697	I/C E-Mail Address: james.anderson@ufl.edu	
I/C SUNCOM:	I/C Web Site Address: https://isfs.institute.ufl.edu	
I/C FAX:	Affiliated Universities:	

Mission and Areas of Focus

<p>Mission Statement: (No more than 120 words)</p>	<p>Recognizing the scale and complexity of the global food system the Institute for Sustainable Food Systems' mission is:</p> <ul style="list-style-type: none"> • To be at the forefront of training the next generation of professionals to lead in the creation of a more sustainable global food system, • To develop the new transdisciplinary models for better global food system understanding, and • To inform consumers, producers, marketers, distributors, traders and other public and private decision makers. <p>The competitiveness and profitability of Florida firms involved in food production, distribution and global trade depend on this new knowledge and talent. Furthermore, given the ever-increasing international trade in food, understanding of the global food system is essential to assure that safe and nutritious food is readily available to Florida consumers and others around the world.</p>
Key Terms:	<p>Sustainable food systems food security markets, consumers & global trade</p> <p>health and nutrition food and environment production & distribution</p>

Proposal

Institute for Sustainable Food Systems (ISFS)

Innovative Solutions for a Productive and Healthy World

Name: Institute for Sustainable Food Systems

The name of the host university: University of Florida, Gainesville, FL

The primary discipline(s) with which the institute is affiliated:

Food and Resource Economics, Health Sciences, Public Health, Plant Pathology, Agricultural & Biological Engineering, Animal Sciences, Fisheries and Aquatic Sciences, Food Science and Human Nutrition, Business, Informatics, Genetics, Natural Resources and Environmental Sciences, International Trade and Development, Soil and Water Science, Entomology, Veterinary Medicine, Agronomy, Marketing, Forestry, Horticultural Sciences.

An indication of whether the institute receives a specific appropriation from the

Legislature: NA

The name of the director of the institute and contact information:

James L. Anderson

james.anderson@ufl.edu

PO Box 110240

Gainesville, FL 32611

Office: 352-294-7697

Mobile: 401-480-9488

Requested web: isfs.institute.ufl.edu

A list of institutions of higher education affiliated with the institute:

Planned (discussions are currently in progress) – Univ. of Oxford; Peking Univ.; Univ. of Stavanger, Norway; Univ. of Washington; Univ. of CA, Davis; Oregon State Univ.; Duke Univ.; Wageningen Univ., Utrecht Univ., Kansas State Univ.

Introduction

The University of Florida has begun a bold new initiative – *UF Rising* – to establish itself as one of the nation’s top universities. As part of this effort UF is committed to assembling some of the very best researchers and educators to work together to address one of the world’s most pressing concerns – ensuring the global food system functions sustainably.

Food is the indispensable cornerstone of human well-being. It provides energy, water and nutrients to sustain life, promote health and build functional societies. The global food system must efficiently and sustainably produce, process and distribute safe and nutritious food for a growing population of demanding consumers that is expected to exceed 9 billion by 2050¹. Importantly, the age, income and culture mix of those 9 billion will change considerably from the population today. This will change the production, distribution and consumption of the global food system.

The global food system is a dynamic and complex web of diverse cultures and values, international trade, markets, public and private institutions, farmers, ranchers and fishers, technology, genetic resources, environmental and bio-physical interactions. When it functions well, safe and nutritious food is produced, processed and distributed efficiently, firms are profitable, people are healthy, the environment and natural resources are conserved and communities are resilient to economic and environmental changes. When it does not function well, the result can be malnutrition and hunger, poverty, poor health, early childhood mortality and shorter life expectancy, low productivity, economic malaise, waste, pollution and environmental degradation and civil unrest.

I. Mission Statement

Recognizing the scale and complexity of the global food system the Institute for Sustainable Food Systems’ mission is:

- To be at the forefront of training the next generation of professionals to lead in the creation of a more sustainable global food system,
- To develop the new transdisciplinary models for better global food system understanding, and
- To inform consumers, producers, marketers, distributors, traders and other public and private decision makers.

The competitiveness and profitability of Florida firms involved in food production, distribution and global trade depend on this new knowledge and talent. Furthermore, given the ever-increasing international trade in food, understanding of the global food system is essential to

¹ United Nations, Department of Economic and Social Affairs, Population Division (2013). World Population Prospects: The 2012

assure that safe and nutritious food is readily available to Florida consumers and others around the world. ISFS will help move towards a sustainable global food system in which:

- Safe and nutritious food is produced, processed and distributed fairly and efficiently
- Firms are profitable
- People are healthy
- Environment and natural resources are conserved
- Communities are resilient to economic, political and environmental changes.

II. Goals

The Institute for Sustainable Food Systems' goals are 1) to conduct research on real-world issues that is timely, relevant and pushes beyond the frontier; 2) to develop new teaching modules, curricula, and executive training; and 3) to extend results to consumers, business and public sector in the following priority areas:

- The food systems, health and nutrition, and consumer behavior
- Policy reform and systemic change
- Risk and resilience in the global food system
- Cross-cutting area: Modeling, data and useable information

III. Proposed Activities

Providing Greater Focus and Depth to Sustainable Food Systems

The ISFS priority activity is to collect data, do research, communicate and transfer knowledge to the UF community and beyond. More specifically, we plan to implement the following activities² under each of the aforementioned priority areas, which will be revised and expanded as needed following consultations amongst its core staff and the advisors:

Research - The Food Systems, Health and Nutrition, and Consumer Behavior

- Model the human **nutritional & health impacts** of alternative food systems and policies
- Evaluate the application of technologies, practice and institutional reforms that improve **food safety**, security, processing, distribution and economic viability
- Model food system-related **disease risks** for humans, animals, fish and plants
- Model the implications of strategies for **crop and livestock breeding** and **seed system** implementation
- Model **consumer food choice** and its implications

Research - Policy Reform and Systemic Change

- Model **systemic change** in firms, institutions and communities
- Design and **evaluate market systems** and other regulating institutions

² Please note that this is a non-exhaustive list.

- Evaluate the Role of CODEX Alimentarius and other **codes of practice** in shaping the function of the global food system
- Assess the structure and function of **private firms and international institutions** such as WTO, WHO, World Bank in the food system

Research - Risk and Resilience in the Global Food System

- Assess **resilience** of the food system to political, social, environmental, climate and economic shocks
- Assess the relationship between food system and **climate change**
- Evaluate food security and role of rapidly **emerging economies**
- Analyze how **genomic** information and **new technologies** are impacting the food system
- Model the interface between the **food and the natural resource use** – land, water, energy and ocean
- Analyze **financial institutions'** role in food systems stability and resilience

The three aforementioned priority areas are interlinked, and the fourth priority area will cut across the other three to understand, and make the best use of, the interrelationships.

Cross-cutting: Modeling, Data and Useable Information

- Develop and apply **new metrics** to monitor and evaluate food system and its impact on human well-being, economics conditions and the environment
- Assess and fill **data gaps**, data access, data harmonization and missing data
- Employ **multi-model approaches** and merging models
- Create long-term, short-term and real-time **predictive modeling**
- Develop **big data-based** models

Teaching and Mentoring

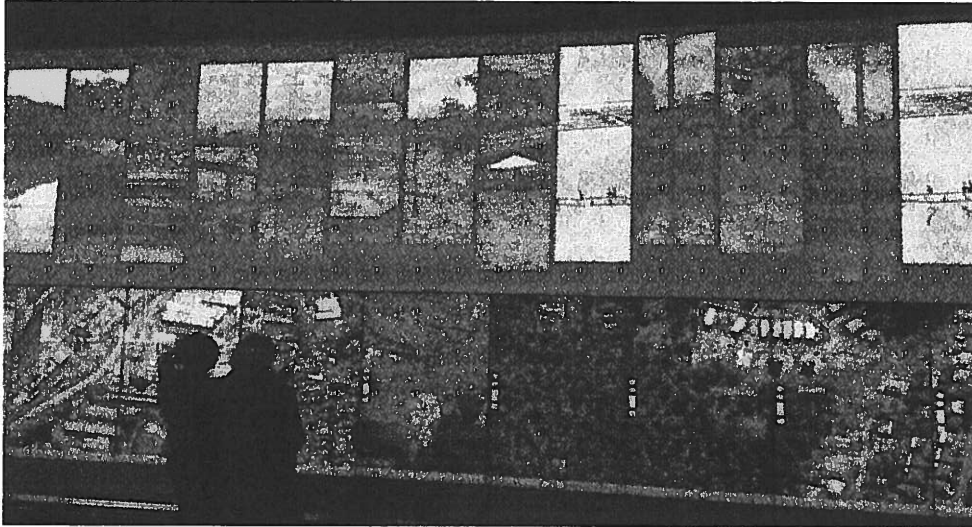
ISFS staff will:

- Mentor graduate students
- Develop educational materials and curricula to explain food systems dynamics
- Develop intensive management training modules for young and mid-career professionals in the private, government and NGO organizations
- Develop transdisciplinary programs with departments at UF and at other institutions.

The Data Wall

These priority areas are interrelated and one of the key strengths of ISFS will build on these interrelationships. One way in which we propose to do this is through a key innovation called the *Global Food System Data Wall*, which will provide a state-of-the-art spatial engaging visualization of the global food system and our work. The wall will employ interactive maps, data, and a multi-media design to present students and decision-makers with *an intuitive understanding of the importance and power of the global food system*. Further the Data Wall will be a powerful educational tool to help students, decision makers and visitors understand how

Florida producers and consumers fit into the global food system and how it influences natural resources use, health and economics, locally, regionally and globally.



Data Wall QUT, Photo: JL Anderson

IV. External Funding Plans and Relationship with the University

ISFS will be seeking external funding from the following government bodies, foundations and organizations³: USDA, FDA, CDC, NMFS, NIH, WHO, DOE, USAID, CGIAR, NSF, World Bank, Sea Grant, Walton Family Foundation, Bill and Melinda Gates Foundation, David and Lucille Packard Foundation, The Rockefeller Foundation, Bloomberg Foundation, Gordon and Betty Moore Foundation. It is also anticipated the ISFS will be an important priority for the UF Capital Campaign.

The ISFS Director and core faculty are all internationally recognized experts, and have extensive institutional experience in approaching the aforementioned bodies, having successfully obtained funding from each of them. While exact funding proposals vary from one group to the next, the basic approach will be to introduce the Institute using outreach pamphlets and in-person presentations. It is already an advantage that our staff have established relationships with key staff at each of these organizations.

ISFS will also consult extensively with UF's development team, educating them about the Institute's mission, and following their recommendations for presenting the Institute's work to current funders and prospects.

³ Note that this is a non-exhaustive list of potential funders.

Finally, the Institute will collaborate with, and draw from the expertise of, the Institute of Food and Agricultural Sciences (IFAS), College of Public Health and Health Professions, the Florida Climate Institute, the Emerging Pathogens Institute, the Water Institute, College of Business Administration and College of Engineering. It will also develop research and educational partnerships with other US and international institutions.

V. Advantages of the Institute over Existing Structures and Benefits to the University

The Institute for Sustainable Food Systems will be a new entity under the current UF structure. It will bring together a well-designed team of leading experts on food systems recruited under the UF Rising to Preeminence program. This core team will work with UF departments, other institutes and research institutions around the globe to develop transdisciplinary models and research programs to address pressing issues facing the global food systems. A key element will be to break the silos between departments, colleges and institutions to solve real problems.

ISFS will enhance the effectiveness of disciplinary department, attract significant traditional and non-traditional funding, and substantially raise the awareness and reputation of the UF and IFAS as top ranked institution in global food systems research, teaching and outreach.

VI. Synergies, Collaboration and Funding History

The core faculty members of the Institute have complementary skills. Further, they all have demonstrated experience in collaborative efforts and securing funding through their work with universities such as Duke U., UC Davis, U Stavanger, U Washington, Oregon State U, Utrecht U. and organizations such as USDA, CDC, FDA, NIH, NSF, DOE, the World Bank, the World Health Organization, EFSA, ECDC, NOAA, USAID, the CGIARs, FAO and others. The Institute's core faculty have been involved with securing tens of millions of dollars supporting their previous research programs.⁴ Lastly, the Institute's Steering Committee ensures strong linkages with departments and Centers across UF.

VII. Reporting Structure

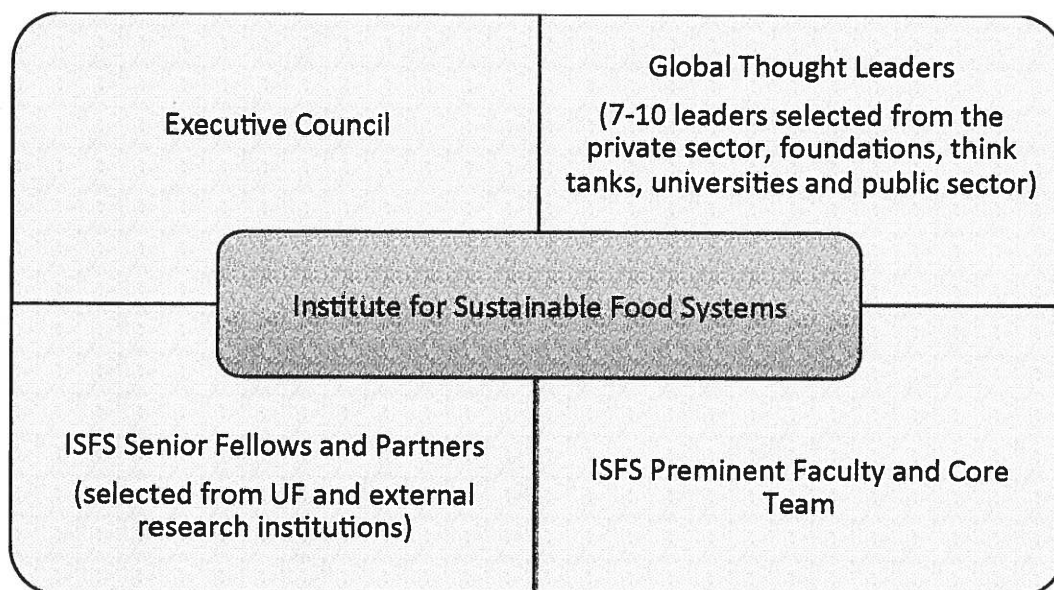
The Director of ISFS will report to the Sr. VP for IFAS, Jack Payne. The primary responsibility for the faculty hired for ISFS under the UF preeminence program will be to develop a research and education program to help to create the new Institute for Sustainable Food Systems that is linked with programs at the University of Florida and closely collaborates with selected institutions (public and private) in the US and the world. The ISFS director and the tenure home department will evaluate ISFS faculty members annually. Senior Fellows for ISFS will serve

⁴ Specific funding information can be provided upon request.

renewable terms of 1-3 years. ISFS director and the core faculty members will review their selection and continuation.

VIII. Administrative Structure

As illustrated below, ISFS will have four components: 1) The Executive Council – a senior advisory committee composed of UF and selected external experts; 2) An advisory committee of global thought leaders; 3) Senior Fellows - UF and external, visiting faculty and affiliated UF faculty; and 4) the Core ISFS team composed of Preeminent faculty, post-docs and other staff.



This initiative will draw Senior Fellows and partners from the Institute of Food and Agricultural Sciences (IFAS), College of Public Health and Health Professions, the Florida Climate Institute, the Emerging Pathogens Institute, the Water Institute, College of Business Administration and College of Engineering. It will also develop research and educational partnerships with other US and international institutions. Please refer to Appendix 1 for a schematic of the initial structure.

IX. ISFS Facilities

Currently, IFAS is renovating 10,350 square feet in Frazier Rogers Hall, to accommodate the core faculty, graduate students and a prototype for the Global Food Systems Data Wall. Completion of the renovation is expected in the fall of 2015. Additionally, the core faculty will be provided with office/lab space in their home department.

Eventually, we envision the construction of a facility to provide an innovative and collaborative environment. This energy-efficient building will have a total of about 25,000 gross square feet (GSF) in three stories. In addition to office space, a lecture hall, and a conference room the

building will house two unique features: 1) a scaled-up **Global Food Systems Data Wall** (discussed above) and 2) a **Food Systems Simulator** designed to conduct realistic, dynamic and interactive tests of how changes in policy, regulation, market design, new technology and climate will impact the food system. It will answer the “What If” questions. Participants ranging from students to business leaders will be able to build their understanding of how complex systems can yield positive outcomes for society or can lead to unintended, and sometimes disastrous, consequences. It will allow researchers and policy makers to develop an intuitive understanding of how decisions impact food, natural resources, prices, distribution and health. We will develop this face-to-face interactive application, in addition to components developed for use through the Internet.

Projected Space Requirements (square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other (open office, meeting space)
From Existing Inventory (located in Frazier Rogers Hall)	1000			9350
Rented				
New Construction (Envisioned to house ISFS and related Centers)	8000	2500	2500	3000

X. Budget Plan

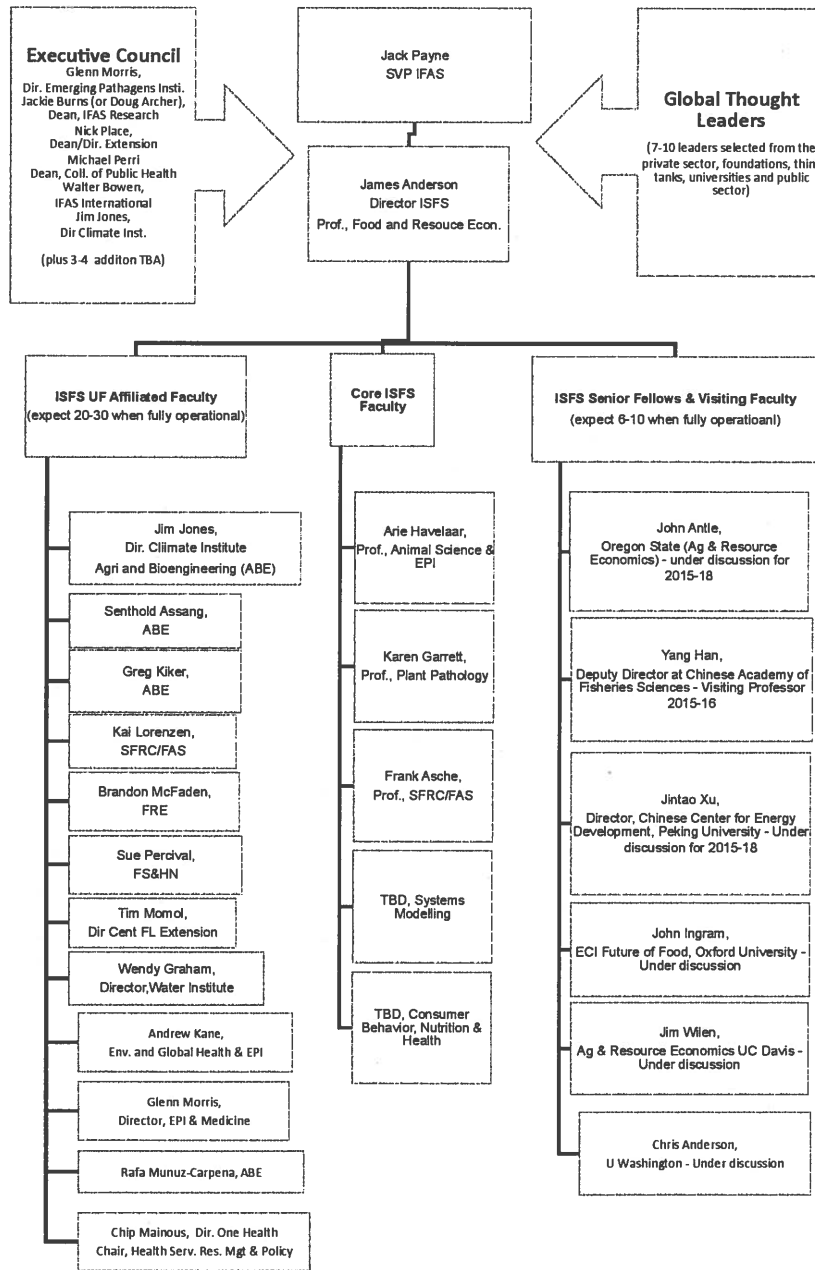
See budget sheet below:

Form 3

I/C Code:		I/C Name: Institute for Sustainable Food Systems				
Prepared By: Kimberly Browne		Date: 6/12/15	Telephone: 352-273-3811			
Estimated Expenditures for the Institute/Center		FISCAL YEAR: 15/16				
		Budgetary Unit:* IFAS				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS	1,025,000	50,000		1,075,000	
Other	Housestaff					
Personal Services	Graduate Assistants	50,000	6,000		56,000	
	Other	75,000				
Expenses		75,000	50,000		125,000	
Operating Capital Outlay						
Total Expenditures		1,225,000	106,000	0	0	1,256,000
Positions and Rate		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)		4.00	0.50			4.50
TEAMS and USPS Positions (FTE in Personyears)						
Total Positions (FTE in Personyears)		4.00	0.50	0.00	0.00	4.50
Sum of Salary Rates for These Faculty Positions		802,000	35,000			837,000
Sum of Salary Rates for These TEAMS and USPS Positions						0
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions		802,000	35,000			837,000

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Appendix 1 – ISFS Structure





FLORIDA

A T H L E T I C S

A Championship Experience with Integrity

UAA STRATEGIC PURPOSE

Provide a championship experience with integrity on and off the field for student-athletes and the Gator Nation.

UAA VISION STATEMENT

Be the model collegiate athletics program, combining excellence and integrity in academics, athletics, and fan engagement to elevate the UF brand.

History



- Athletic Fee of \$1.90 per credit hour, no change since 1992
- Current revenue generated for 2014-2015 = \$2.44M
- UF students receive free or reduced cost access to all athletic events
 - Football student season ticket = \$105 (65% Discount from Faculty/Staff cost)
 - 18,500 Tickets are allocated to students – all of which are in premium locations
 - All other athletic events are free, including Men's Basketball

Fiscal Responsibilities



- As a separate 501(c)3 Organization, UAA operates the Intercollegiate Athletics Program for UF with a Self-Supporting Operating Budget
- Annual operating costs include (but are not limited to):

Salaries & Benefits (inclusive of pension and health insurance)	\$52.8 million
Athletic Student Aid	\$11.6 million
Sports Team Operating Expenses	\$30.3 million
Debt Service	\$6 million
Athletic Facility Maintenance and Improvement	\$17.9 million
Administrative Overhead and Operating Expenses	\$9.3 million

Funding Allocations



- With a **\$1.00 per credit hour** increase in Athletic Fee
 - Approximately \$1,240,000 in new revenue
- UAA is committed to a \$25M renovation of the Hawkins Center of which \$3.5 million in construction cost is dedicated to the Liberal Arts College Academic Advising
- UAA is committed to contribute \$43M of the total \$64.5M estimated renovation cost of the O’Connell Center
 - Of the 2,300 seats reserved for students, 745 are premium level 1 seats with Booster contribution opportunities

	Seats	Price	Annual Forfeited Revenue
Premium	745	\$ 1,050	\$ 782,250
Regular	1,555	\$ 450	\$ 699,750
			\$ 1,482,000

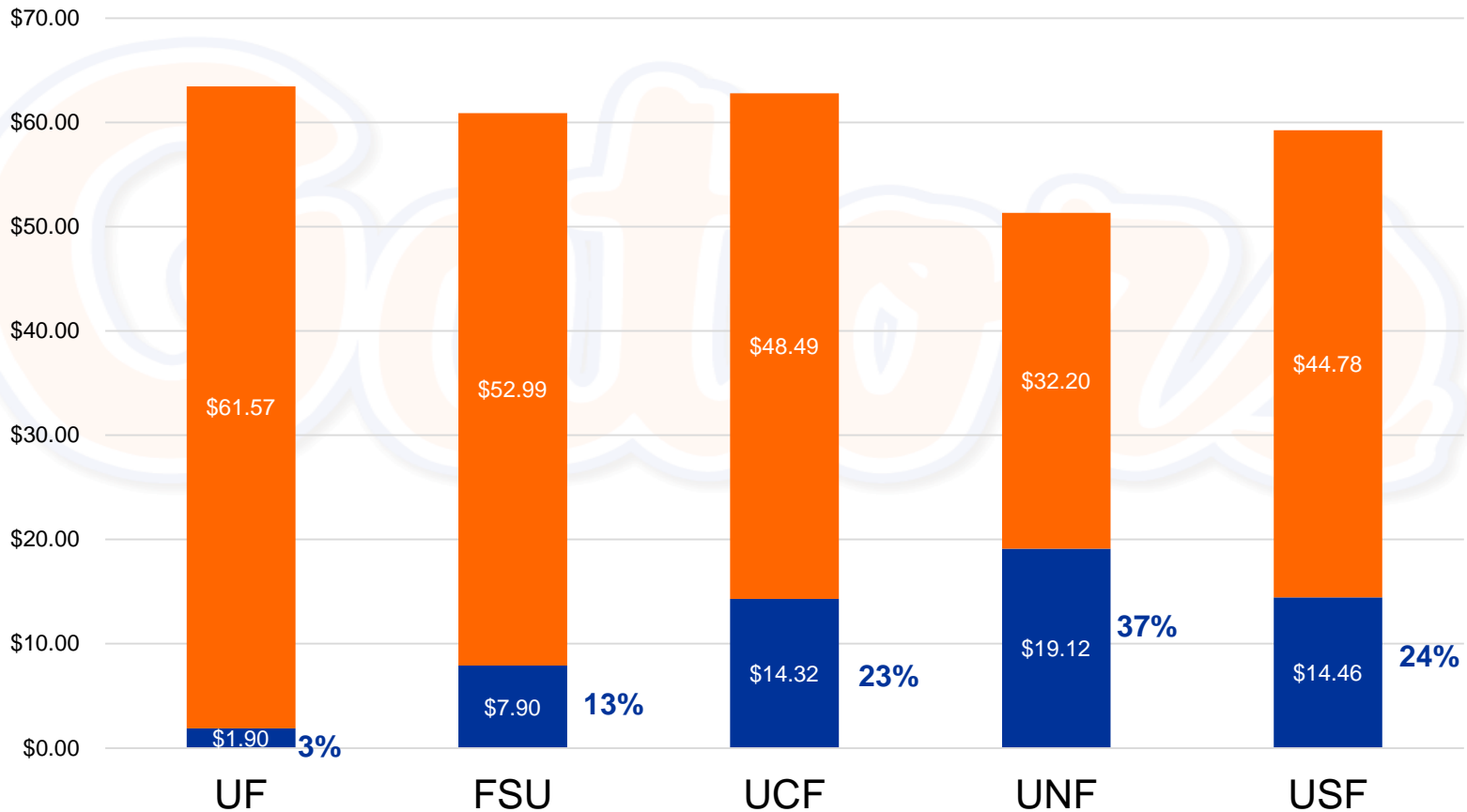
- Students receive free access to Men’s Basketball, Gymnastics, Women’s Basketball and Volleyball events
- Enhanced experiences at UF Graduation, Career Fair, and other University events held at the O’Connell Center

State of Florida Comparison

(Per Credit Hour)



State of Florida University System Institution Fees



Page 22 of 29 Athletic Fee Other Fees

*Comparative data obtained from respective institution's FY15-16 published tuition and fees schedule.



QUESTIONS



THANK YOU