UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE MINUTES
June 8, 2017
Time Convened: 9:11 a.m. EDT
Time Adjourned: 11:44 a.m. EDT
President's Room 215B, Emerson Alumni Hall
University of Florida, Gainesville, Florida

1.0 Verification of Quorum

Interim Vice President and General Counsel Amy Hass verified a quorum with all Trustees present except for David Quillen and Steven Scott who are unable to attend.

Committee members Present:

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, W. Smith Meyers, Rahul Patel, Marsha D. Powers, Robert G. Stern, David M. Thomas, Anita G. Zucker. David M. Quillen and Steven M. Scott were unable to attend.

Others present were:

W. Kent Fuchs, President; Winfred Phillips, Executive Chief of Staff; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Charles Lane, Senior Vice President and Chief Operating Officer; David Guzick, Senior Vice President for Health Affairs and President of UF Health; Jack Payne, Senior Vice President for Agriculture and Natural Resources; Zina Evans, Vice President for Enrollment Management; Curtis Reynolds, Vice President for Business Affairs, Elias Eldayrie, Vice President and Chief Information Officer; Amy M. Hass, Interim Vice President and General Counsel; Thomas Mitchell, Vice President for Advancement; Angel Kwolek-Folland, Associate Provost; Melissa Orth, Senior Director of Government Relations and Assistant University Secretary; Brigit Dermott, Executive Assistant; Becky Holt, Executive Assistant; Sandy Mitchell, Legal Assistant; and other members of the University community and the media.

2.0 Call to Order and Welcome

Committee Chair Jason Rosenberg welcomed everyone in attendance and called the committee meeting to order at 9:11 a.m. EDT.

3.0 Review and Approval of Minutes

Committee Chair Rosenberg asked for a motion to approve the minutes from the March 14 and March 16, 2017 meetings, which was made by Trustee Zucker and a second, which was made by Trustee Thomas. The Committee Chair asked for further discussion, and then 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 Annual Tenure Awards

Provost Glover noted that there are 88 annual tenure cases that have gone through the complete review process and each has been recommended for tenure by the Provost.

The Committee Chair asked for a motion approve Action Item EP1 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, and a second, which was made 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.

EP2 Tenure Upon Hire

Provost Joe Glover stated that there are six highly accomplished faculty members who have been hired by the University subject to their being awarded tenure upon hire by the University of Florida Board of Trustees. All have been recommended for tenure by the Provost. For those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment.

The individuals recommended for tenure upon hire were as follows:

1. Dr. Michael J. Daniels – College of Liberal Arts and Sciences, Professor, Department of Statistics

2. Dr. Marcia DiStaso – College of Journalism and Communications, Associate Professor and Department Chair, Department of Public Relations

3. Dr. Panagiotis Ch. Anastasopoulos – Herbert Wertheim College of Engineering Associate Professor, Department of Civil and Coastal Engineering, Engineering School of Sustainable Infrastructure and Environment

4. Dr. Lili Du – Herbert Wertheim College of Engineering, Associate Professor, Department of Civil and Coastal Engineering, Engineering School of Sustainable Infrastructure and Environment

5. Dr. David Hasen – Levin College of Law, Professor of Law

6. Ms. Jennifer Setlow – College of the Arts, Associate Professor, School of Theatre and Dance and Associate Dean for Student and Academic Affairs

The Committee Chair asked for a motion to approve Committee Action Item EP2 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Stern, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP3 University of Florida Work Plan 2017

Provost Glover pointed out that the Annual Work Plan is a forward-looking report submitted by the University to the Board of Governors and projects expected outcomes for the coming year and the four years thereafter. The Work Plan ties the University's long-term forward-looking Strategic Plan goals to its backward-looking Annual Accountability Report. After a substantive discussion between Provost Glover and the Committee regarding changes to the goals for the Performance Based Funding Metrics, EP3 was removed from the agenda. It was agreed that a conference call would be scheduled within the coming week to review and approve changes to the Work Plan before submitting it to the Board of Governors.

EP4 New Degree: Bachelor of Arts in Education Sciences

Provost Glover noted that the Bachelor of Arts in Education Sciences degree was approved by the Curriculum Committee and then by the Faculty Senate at their May 11, 2017 meeting.

Committee Chair Rosenberg asked for a motion to approve Committee Action Item EP4 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP5 and R17-189 Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information

Vice President David Norton explained that the Department of Defense requires the Board to appoint a management committee to have access to classified information necessary in certain contracts and research, and to adopt a resolution that Trustees will not require such access, listing all Trustees, if the Trustees do not want to be required to obtain individual security-clearances. The Board takes this action each time a new Trustee is appointed or begins service.

The Committee Chair asked for a motion to approve Committee Action Item EP5 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Thomas, and a second, which was made 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.

EP6 University of Florida Regulations

Interim Vice President and General Counsel Hass noted that the committee reviewed the proposed changes to regulations on the Committee on Educational Policy and Strategic Initiatives conference call / meeting of June 2, 2017. She reminded the Committee members that the sole change to tuition cost from the 2016-2017 tuition rates is an increase in the repeat surcharge rate from $177.57 to $181.12, as set by the Board of Governors.

Committee Chair Rosenberg asked for a motion to approve Committee Action Item EP6 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Zucker, and second which was made by Trustee Stern. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

5.0 Discussion/Informational Items

Committee Chair Rosenberg turned the Committee's attention to the discussion/informational items.

5.1 Admissions Update

Vice President for Enrollment Management Zina Evans gave a brief update on admissions. The slides from this presentation are incorporated into these meeting minutes.

5.2 Student Body President Update

Committee Chair Rosenberg welcomed Trustee Smith Meyers, President of the Student Body, to the Board of Trustees, as this was his first official meeting as a Trustee. Mr. Meyers provided a presentation highlighting the accomplishments and initiatives of Student Government.

5.3 Performance Based Funding-Choice Metric 10

Provost Glover presented a proposal for Metric 10 -- 4-year graduation rates. He indicated that the Board would need to discuss this further before submitting it to the Board of Governors by their deadline of September 1, 2017.

5.4 Student Speech Panel

Provost Glover introduced Vice President for Student Affairs David Parrott, Dean of the College of Journalism and Communication Diane McFarlin, and Interim Director of Academic Programs at the Bob Graham Center Sheila Dickison. The panelists lead a discussion about student speech at the University. The PowerPoint presentations given by Vice President for Student Affairs David Parrott and Interim Director of Academic Programs at the Bob Graham Center Sheila Dickison are incorporated into these meeting minutes.

5.5 Higher Education and Florida's Future

Provost Glover gave a PowerPoint presentation related to the six questions that Governor Scott asked the Universities to answer.

Provost Glover stated that the following discussion/informational items were presented on the meeting/telephone call meeting held on June 2, 2017 and no further discussion was requested.

5.6 Department Closure: Department of Behavioral Science and Community Health (College of Public Health and Health Professions)
5.7 Degree Name Change: B.S. in Astronomy to B.S. in Astrophysics (College of Liberal Arts and Sciences)
5.8 Program Changes (adding "s" to end of "Science") (College of Agricultural and Life Sciences)
    5.8.1 Bachelor of Science in Soil and Water Sciences
    5.8.2 Master of Science in Soil and Water Sciences
    5.8.3 Doctor of Philosophy in Soil and Water Sciences
5.9 Centers and Institutes
    5.9.1. International Center for Adaptation Planning and Design (ICAPD

6.0 New Business

There was no new business to come before the Committee.

7.0 Adjourn

After asking for further discussion and hearing none, Committee Chair Rosenberg adjourned the Committee on Educational Policy and Strategic Initiatives meeting at 11:44 a.m. EDT.

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES' COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INTIATIVES EXECUTIVE SUMMARY June 8, 2017

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

- **EP1 – Annual Tenure Awards** – On the Provost's recommendation, the Committee is asked to approve for recommendation to the Board on the Consent Agenda the award of tenure to certain faculty meeting the requirements of the University's tenure policy.
- **EP2 – Tenure Upon Hire** – On the Provost's recommendation, the Committee is asked to approve for recommendation to the Board of Trustees on the Consent Agenda, the granting of tenure commencing with the appointment of the listed newly appointed faculty members, who have been recommended to the Provost by their Chairs and Deans for tenure upon hire.
- **EP3** – **University of Florida Work Plan 2017** – The Committee is asked to approve for recommendation to the Board of Trustees on the Consent Agenda, the University of Florida Work Plan 2017 for submission to the Florida Board of Governors.
- **EP4** – **New Degree: Bachelor of Arts in Education Sciences** - The Committee is asked to approve for recommendation to the Board of Trustees on the Consent Agenda, the proposed Bachelor of Arts in Education Sciences degree will enable students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective.
- **EP5** – **Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda, an update to the Board's existing resolution to reflect the appointment and service of new Trustees, David Quillen and Smith Meyers, in order to avoid the need for Trustees to obtain security clearances and to instead continue to rely on the President and Vice President for Research to maintain the necessary clearance to oversee such programs.
- **EP6 – University of Florida Regulations –** The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda the amendments to the University of Florida regulations.

The Committee will address the following Discussion/Informational Items:

- Admissions Update, by Zina Evans, Vice President for Enrollment Management
- Student Body President Update, by Susan Webster, President, Student Body
- Performance Based Funding-Choice Metric 10, by Joe Glover, Provost
- Student Speech Panel, by Joe Glover/David Parrott, Diane McFarlin/Sheila Dickison
- Higher Education and Florida's Future, Joe Glover, Provost
- Department Closure, by Joseph Glover, Provost
- Degree Name Change, by Joseph Glover, Provost
- Program Changes, by Joseph Glover, Provost
- Centers/Institutes, by Joseph Glover, Provost

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES'
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE AGENDA
June 8, 2017
9:10 a.m. EST
President's Room 215B, Emerson Alumni Hall
University of Florida, Gainesville, Florida

Committee Members:
Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, W. Smith Meyers, Rahul Patel, Marsha D. Powers, David M. Quillen, Steven M. Scott, Robert G. Stern, David M. Thomas, Anita G. Zucker

1.0 Verification of Quorum .....Amy M. Hass, Interim Vice President and General Counsel

2.0 Call to Order and Welcome .....Jason J. Rosenberg, Chair

3.0 Review and Approval of Minutes.....Jason J. Rosenberg, Chair
March 14, 2017
March 16, 2017

4.0 Action Items .....Jason J. Rosenberg, Chair
EP1 Annual Tenure Awards
EP2 Tenure Upon Hire
EP3 University of Florida Work Plan 2017
EP4 New Degree: Bachelor of Arts in Education Sciences
EP5 and R17-189 Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information
EP6 University of Florida Regulations

5.0 Discussion/Informational Items.....Jason J. Rosenberg, Chair
5.1 Admissions Update .....Zina Evans, Vice President for Enrollment Management
5.2 Student Body President Update .....Smith Meyers, President, Student Body
5.3 Performance Based Funding-Choice Metric 10 ..... Joe Glover, Provost
5.4 Student Speech Panel ....Joe Glover/David Parrott/Diane McFarlin/Sheila Dickison
5.5 Higher Education and Florida's Future .....Joseph Glover
5.6 Department Closure: Department of Behavioral Science and Community Health (College of Public Health and Health Professions) .....Joseph Glover

5.7 Degree Name Change: B.S. in Astronomy to B.S. in Astrophysics.....Joseph Glover (College of Liberal Arts and Sciences)

5.8 Program Changes (adding “s” to end of “Science”).....Joseph Glover (College of Agricultural and Life Sciences)

5.8.1 Bachelor of Science in Soil and Water Sciences

5.8.2 Master of Science in Soil and Water Sciences

5.8.3 Doctor of Philosophy in Soil and Water Sciences

5.9 Centers and Institutes.....Joseph Glover

5.9.1. International Center for Adaptation Planning and Design (ICAPD)

6.0 New Business .....Jason J. Rosenberg, Chair

7.0 Adjourn .....Jason J. Rosenberg, Chair

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UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE MINUTES
Meeting/Telephone Conference Call Meeting
March 14, 2016
123 Tigert Hall, University of Florida, Gainesville, Florida
Time Convened: 3:01 p.m. EDT
Time Adjourned: 3:30 p.m. EDT

1.0 Verification of Quorum

While a quorum was not required for this purely informational meeting, Vice President, General Counsel and University Secretary Jamie Lewis Keith verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present except Trustees James W. Heavener, Mori Hosseini, Nicole LP Stedman, and Susan D.C. Webster.

Members present were:

Jason J. Rosenberg (Chair), David L. Brandon, Leonard H. Johnson, Rahul Patel, Marsha D. Powers, Steven M. Scott, Robert G. Stern, David M. Thomas and Anita G. Zucker. Trustees Heavener, Hosseini, Stedman, and Webster were unable to attend.

Others present were:

Provost and Senior Vice President for Academic Affairs Joseph Glover, Vice President for Enrollment Management Zina Evans, Vice President for Business Affairs Curtis Reynolds, Vice President and Chief Information Officer Elias Eldayrie, Vice President, General Counsel and University Secretary Jamie Lewis Keith, Associate Provost Angel Kwolek-Folland, Associate Vice President for Business Affairs Carlos Dougnac, Assistant Vice President for Public Affairs Janine Sikes, Senior Director of Government Relations and Assistant University Secretary Melissa Orth, Executive Assistant Brigit Dermott and Executive Assistant Becky Holt.

2.0 Call to Order and Welcome

Committee Chair Jason Rosenberg welcomed everyone in attendance and called the meeting to order at 3:01 p.m. EDT. This meeting was an informational meeting to prepare for the March 16, 2017 regular meeting, and no action was planned or taken at this preparatory meeting.

3.0 Review and Approval of Minutes

Committee Chair Rosenberg stated that the minutes will be reviewed for approval at the March 16, 2017 meeting.

4.0 Action Items

Committee Chair Rosenberg asked Provost Joseph Glover to present the Action Items that will be addressed at the March 16, 2017 meeting.

EP1. Tenure Upon Hire

Provost Joe Glover stated that there are five highly accomplished faculty members who have been hired by the University subject to their being awarded tenure upon hire by the University of Florida Board of Trustees. All have been recommended for tenure by the Provost. For those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment.

The individuals recommended for tenure upon hire were as follows:

1. Dr. Cesar Augusto Migliorati has been hired in the College of Dentistry as Professor of Oral Medicine and Associate Dean of Clinical Affairs and Quality.

Dr. Cesar Migliorati earned his DDS from University of Sao Paulo, Brazil in 1972, an MS in Stomatology from the University of Sao Paulo, Brazil in 1978, his MS in Oral Biology from the University of California in 1984, and his PhD from the University of Sao Paulo, Brazil in 2002. His prior institution is University of Tennessee Health Science Center. Dr. Migliorati is an internationally recognized expert in oral medicine, specifically the management of oral complications of cancer patients, persons with immunosuppression and the area of bisphosphonate induced osteonecrosis of the jaw.

2. Dr. Terrell T. Baker has been hired in the Institute of Food and Agricultural Sciences (IFAS) as a Professor and Director in the School of Forest Resources and Conservation.

Dr. Terrell Baker earned his B.A. in Economics from the University of the South in 1989, his M.S. in Forest Resources from Clemson University in 1994, and his Ph.D. in Forest Biology from Auburn University in 1998. His prior institution is the University of Kentucky. Dr. Baker is a PI/co-PI on grants or contracts that total approximately $3.93 million from state, federal, county and private sources. He has authored/co-authored 26 peer-reviewed publications and he is a member of the National Society for Range Management.

3. Dr. Daniel Seidel has been hired in the College of Liberal Arts and Sciences as a Professor in the Department of Chemistry.

Dr. Daniel Seidel earned his Diplom from Friedrich-Schiller-Universitat Jena, Germany in 1998 and his Ph.D. from University of Texas at Austin in 2002. His prior institution is Rutgers University in New Brunswick, New Jersey. Dr. Seidel's research in the area of catalytic reaction development has earned him recognition nationally and internationally. He has received numerous awards including the Alfred P. Sloan Fellowship, the Amgen

Young Investigator Award, the Carol Duisberg Memorial Prize of the German Chemical Society and the Humboldt Fellowship. The Duisberg Memorial Prize is one of the highest honors bestowed to a young chemist by the German Chemical Society.

4. Dr. Christopher R. McCurdy has been hired in the College of Pharmacy as a Professor in the Department of Medicinal Chemistry and Director of Translational Drug Development Core.

Dr. Christopher McCurdy earned his B.S. in Pharmacy from Ohio Northern University in 1994 and his Ph.D. in Medicinal Chemistry from The University of Georgia in 1998. His prior institution is the University of Mississippi. Dr. McCurdy has an exceptional scientific record with 98 original publications and a significant record of research funding. He has also been awarded two patents, has six more pending and has one compound in clinical trials, as of February 2016. He is widely recognized for his work in pain treatment and addiction and was highlighted on the PBS News Hour on January 15, 2017. Dr. McCurdy has an excellent record of scientific service with his current position as President-elect of the American Association of Pharmaceutical Scientists, the largest scientific society of pharmaceutical scientist in the nation (and perhaps the world). Being elected into this organization is a testament to his national and international reputation.

5. Dr. Salvatore Frasca, Jr. has been hired in the College of Veterinary Medicine as a Professor in the Department of Infectious Diseases and Pathology.

Dr. Salvatore Frasca earned his A.B. in Biology and Society from Cornell University in 1984, his VMD from the University of Pennsylvania in 1988, his Ph.D. in Pathology from the University of Connecticut and his Diplomate in Veterinary Anatomic Pathology from the American College of Veterinary Pathologists in 1999. His prior institution is the University of Connecticut. Dr. Frasca's research focuses on molecular characterization of atypical bacterial, fungal and protozoal infectious agents in order to understand the pathogenesis of disease in non-mammalian and aquatic animal hosts.

EP2. University of Florida Annual Accountability Report 2015-2016

Provost Glover stated that the University of Florida is required to submit its Annual Accountability Report to the Board of Governors each year. The 2015-2016 report is largely a statistical compendium of the University of Florida's financial resources and expenditures, personnel, enrollment, undergraduate and graduate education productivity, and research and economic development productivity for the relevant period. This is a backward looking report, with much of the data coming from the Board of Governors, and some data being from 2014-15 because they are the most recent data available. There is no discretion for the Board to change what is presented in the report. Provost Glover noted that he would review the metrics during the Strategic Discussion on the morning of Friday, March 17, 2017.

EP3. New Degree: Doctor of Occupational Therapy

Provost Glover noted that the proposed Doctor of Occupational Therapy degree will prepare highly qualified individuals for careers in the field of occupational therapy. This program will facilitate the students' clinical practice knowledge and skills, professional development,

leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The occupational therapy doctoral degree program will replace the existing master's program. The Doctor of Occupational Therapy degree was approved by the Curriculum Committee and then by the Faculty Senate at their February 16, 2017 meeting. Board of Governors approval is required for all doctoral and professional degree programs, and will be required for this new degree program.

EP4. University of Florida Regulations

Ms. Keith noted that there is a summary of all regulation changes in the Board materials, as well as lined copies of the regulations showing the changes. There are no increases in student tuition or fees.

Ms. Keith provided a summary of the regulation changes as follows:

1.0101 Policy for Dealing with Conduct in Research. The changes to this regulation better aligns the University's process for addressing alleged misconduct in research with the federal regulations and guidelines. It adds a 6 year time limit for review of misconduct in research, clarifies the process for sequestration of research data, removes certain deadlines that are more restrictive than the federal guidelines, clarifies certain report details and requirements, adds language regarding how interviews may be recorded or transcribed, and clarifies the role of counsel to the accused during the investigation by the independent committee.

1.0104 University of Florida Ethics Policy. As directed by the Board, the updated University of Florida Ethics Policy, endorsed by the Board at its December 2, 2016 meeting to codify, and provide more detailed guidance on, the longstanding policy, has now been published as regulation.

1.100 General Personnel Policy. The changes to this regulation recognize and define the University's new pay plan for Officers and Sergeants--the Law Enforcement Officer ("LEO") pay plan that aligns these employees' membership in a different collective bargaining unit than the members of the pay plan (USPS) that has previously covered them.

2.004 Use of University Facilities: Definitions; Priorities In Use; General Restrictions on Use. The changes to this regulation updates the definition of "University Persons" to include the current pay plans of employees at the university and to delete an obsolete pay plan. The amendment also adds the pay plans Academic Personnel (AP), Technical, Executive, Administrative and Managerial Support (TEAMS), and Law Enforcement Officer (LEO) to the definition. An obsolete pay plan, faculty members, administrative and professionals (A&P) has been deleted. The definition now also includes graduate assistants.

2.020 Food Service on Campus. The changes codify and clarify longstanding requirements of the university's food service contracts and associated practices.

Definitions for “caterer” and “Approved University Caterer” are provided; conditions under which individuals or organizations may use a caterer to temporarily provide and/or serve food on campus are provided; the website is identified listing certain University facilities that have restricted catering spaces in which only pre-selected caterers may provide/serve food.

Other changes for clarity and consistency have been made. One clarification that codifies longstanding practice is that food purchases with personal funds from properly licensed food vendors for consumption on campus are not subject to otherwise applicable requirements to use a University Approved Caterer.

3.007 Traffic & Parking: Parking Registration. The amendments increase the parking decal rate for faculty, staff and commercial vehicles for 2017-18. Student decal rates remain at current levels without change.

For most faculty and staff decal holders, the change equates to an increase of $12 per year, $0.46 per pay period (green commuter decals) or of $24 per year, $0.92 per pay period (orange decals). All changes are lined in the regulation. Over the last five years, faculty and staff parking decals have increased $31 or $1.29 per pay period for orange decal holders and $16 or $0.66 per pay period for green decal holders. This regulation amendment is needed to cover the total costs associated with parking facilities.

3.020 Procurement. The changes implement amendments and clarifications to BOG Reg. 18.001, changing title references from ‘Purchasing’ to ‘Procurement’ to encompass the broader range of activities that are regulated; removing an outdated statutory reference regarding purchase of printing services; specifying that media placement services are subject to competitive solicitation because they are general (unlike direct placement of an advertisement toward a targeted audience); and codifying existing policy and practice that the University may extend a contract, without a competitive process, for up to 12 months or until completion of a competitive solicitation and award or protest, and may renew a contract, without a new competitive process, for a period that may not exceed the longer of five years or twice the term of the original contract.

The amendment also codifies longstanding practice and statute, by requiring a contingency provision if a contract term exceeds one year and is dependent upon State-appropriated funds, and removing antiquated procedures.

3.037 Registration and Student Fees. The amendments update the procedure for re-registration, deleting reference to an obsolete form, substituting a reference to the currently applicable petition process, and codifying the longstanding meaning of fees—which is tuition and fees--for purposes of registration. The amendment does not change any fees.

The amendments in the following three Human Resources regulations update the Pay plan references with the new “Law Enforcement Officer” (LEO) pay plan:

3.045 University Support Personnel System (USPS) Predetermination and Arbitration Appeal Procedures for Employees with Permanent Status

3.050 University Support Personnel System and Technical, Executive, Administrative, and Managerial Support Staff Performance Appraisal

3.054 Appointment, Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff

4.006 Commercial Activity; Selling of Merchandise, Activities Involving Off-Campus Vendors. The amendments reflect a new online permit process in Student Activities and Involvement for student engagement in covered commercial activities on campus, and removes provisions regulating vendor sale of food and beverages, which have been moved to Regulation 2.020, Food Service on Campus.

4.052 Religious Observances. The amendment implements the mandate of Board of Governors Regulation 6.0115 that each university board of trustees must adopt a regulation to reasonably accommodate religious observance for students, by codifying in a new regulation, UF's longstanding policy of allowing reasonable accommodation for students who provide prior notification to their instructors of their desire to observe a religious holy day of their faith.

6.007 Qualifications and Appointment of County Extension Faculty. The amendments update and codify the requirements for new appointees to any County Extension Director position, degree requirements for other faculty members, and the usual practice of providing the Chair of the Board of County Commissioners a list of at least three (3) "unranked" qualified candidates, if available, for a county faculty position.

6.008 Faculty Evaluation. The amendments reflect the current process for IFAS faculty evaluation, including clarifying that the faculty member prepares a statement of situation, annual goals, plan of work and report of accomplishments and codifying the existing practice that the District Extension Director conducts the performance evaluation of County Extension Faculty in cooperation with the appropriate County Extension Director and/or other designated supervisor.

6.009 Extension Faculty Promotion Criteria: Tenure and Promotion of Faculty in a Research or Research and Education Center; IFAS Committee on Tenure, Promotion and Permanent Status. The amendments include updating some IFAS extension program references from being County programs, to being County, District and Statewide programs; updating references to technology; codifying an existing qualifier for performance evaluations; codifying the marketing responsibility of County Extension Directors; codifying the existing practice of County Extension Faculty members to work with County Extension Directors and the District Extension Directors to determine promotions; codifying qualification criteria for County Extension Agent III; and codifying the scholarly writing criterion for County Extension Agent IV.

6.011 Leave. The amendment deletes an obsolete subsection referencing specific IFAS faculty with accrued vacation leave prior to 1969.

6.015 Outside Activity Guidelines. The amendment clarifies the longstanding prohibition against IFAS faculty members and administrators serving as expert witnesses unless subpoenaed to provide objective science-based information without compensation, other than travel related expense reimbursement.

6.017 Publications. The amendment removes outdated guidelines for antiquated print publications, including the conditions under which they were sold, paid for, and requested by mail. Many IFAS online publications are provided free of charge, with the exception of books and online materials sold at bookstores or by other outlets.

7.049 Textbook and Instructional Materials Affordability. The amendment conforms UF-wide regulations on textbooks with the revisions to the Board of Governors regulation on Textbook and Instructional Materials Affordability by encompassing both textbooks and other instructional materials, creating an earlier materials adoption deadline of 45 (rather than 30) days prior to the start of the term, and adding a requirement that the UF Board of Trustees provide an annual report on materials adoption and costs to the Chancellor of the State University System.

5.0 Discussion/Informational Items

Committee Chair Jason Rosenberg noted that there are important discussion items on the Committee's agenda and that they will be presented at the March 16, 2017 meeting.

6.0 New Business

There was no new business to come before the Committee.

7.0 Adjourn

After asking for further discussion and hearing none, Committee Chair Rosenberg thanked everyone for participating on the preparatory call. The Committee on Educational Policy and Strategic Initiatives call/meeting was adjourned at 3:30 p.m. EDT.

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UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE MINUTES
March 16, 2016
President's Room 215B, Emerson Alumni Hall
University of Florida, Gainesville, Florida
Time Convened: 3:16 p.m. EDT
Time Adjourned: 3:46 p.m. EDT

1.0 Verification of Quorum

Vice President, General Counsel and University Secretary Jamie Lewis Keith verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present.

Members present were:

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Rahul Patel, Marshal D. Powers, Steven M. Scott, Nicole LP Stedman, Robert G. Stern, David M. Thomas, Susan D.C. Webster and Anita G. Zucker.

Others present were:

W. Kent Fuchs, President; Winfred Phillips, Executive Chief of Staff; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Charles Lane, Senior Vice President and Chief Operating Officer; David Guzick, Senior Vice President for Health Affairs and President of UF Health; Jack Payne, Senior Vice President for Agriculture and Natural Resources; Zina Evans, Vice President for Enrollment Management; Curtis Reynolds, Vice President for Business Affairs, Elias Eldayrie, Vice President and Chief Information Officer; Jamie Lewis Keith, Vice President, General Counsel and University Secretary; Thomas Mitchell, Vice President for Advancement; Angel Kwolek-Folland, Associate Provost; Melissa Orth, Senior Director of Government Relations and Assistant University Secretary; Brigit Dermott, Executive Assistant; Becky Holt, Executive Assistant; Sandy Mitchell, Legal Assistant; and other members of the University community and the media.

2.0 Call to Order and Welcome

Committee Chair Jason Rosenberg welcomed everyone in attendance and called the meeting to order at 3:16 p.m. EDT.

3.0 Review and Approval of Minutes

Committee Chair Rosenberg asked for a motion to approve the minutes from the November 29, 2016 and December 1, 2016 meetings, which was made by Trustee Brandon and a second, which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then 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

Committee Chair Rosenberg noted that the Committee discussed all the Action Items on its March 14, 2017 call and asked Provost Joseph Glover to briefly present them and entertain further questions and discussion if desired by the Committee.

EP1. Tenure Upon Hire

Provost Joe Glover stated that there are five highly accomplished faculty members who have been hired by the University subject to their being awarded tenure upon hire by the University of Florida Board of Trustees. All have been recommended for tenure by the Provost. For those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment.

The individuals recommended for tenure upon hire are as follows:

1. Dr. Cesar Augusto Migliorati has been hired in the College of Dentistry as Professor of Oral Medicine and Associate Dean of Clinical Affairs and Quality.
2. Dr. Terrell T. Baker has been hired in the Institute of Food and Agricultural Sciences (IFAS) as a Professor and Director in the School of Forest Resources and Conservation.
3. Dr. Daniel Seidel has been hired in the College of Liberal Arts and Sciences as a Professor in the Department of Chemistry.
4. Dr. Christopher R. McCurdy has been hired in the College of Pharmacy as a Professor in the Department of Medicinal Chemistry and Director of Translational Drug Development Core.
5. Dr. Salvatore Frasca, Jr. has been hired in the College of Veterinary Medicine as a Professor in the Department of Infectious Diseases and Pathology.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP1 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Stern, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP2. University of Florida Annual Accountability Report 2015-2016

Provost Glover stated that the University of Florida is required to submit its Annual Accountability Report to the Board of Governors each year. The 2015-2016 report is largely a statistical

compendium of the University of Florida's financial resources and expenditures, personnel, enrollment, undergraduate and graduate education productivity, and research and economic development productivity for the relevant period. This is a backward looking report, with much of the data coming from the Board of Governors, and some data being from 2014-15 because they are the most recent data available. Provost Glover noted that some corrections have been made to the report in response to comments made by Trustee Thomas on the March 14, 2017 conference call. The report with these corrections included will be submitted to the Board of Governors.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP2 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Johnson, and second which was made by Trustee Brandon. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP3. New Degree: Doctor of Occupational Therapy

Provost Glover noted that the proposed Doctor of Occupational Therapy degree will prepare highly qualified individuals for careers in the field of occupational therapy. This program will facilitate the students' clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The occupational therapy doctoral degree program will replace the existing master's program. The Doctor of Occupational Therapy degree was approved by the Curriculum Committee and then by the Faculty Senate at their February 16, 2017 meeting. Board of Governors' approval is required for all doctoral and professional degree programs, and will be required for this new degree program.

The Committee Chair asked for any questions or further discussion. Trustee Hosseini asked Executive Associate Dean of the College of Public Health and Health Professions Stephanie Hanson to address the employment potential for students graduating with this degree. Dr. Hanson reported that there is a 95-100% employment rate for graduates of the occupational therapy program and projected 25-30% growth rate for jobs in Florida over the next 10 years. She further noted that the doctoral degree is the most sought after credential in this field and will result in greater employability for graduates. Committee Chair Rosenberg then asked for a motion to approve Committee Action Item EP3 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP4. University of Florida Regulations

Ms. Keith noted that she provided a summary of the regulation changes on the pre-meeting call on March 14, 2017 and would answer any questions or concerns that anyone had on the following proposed regulation changes.

1.0101 Policy for Dealing with Conduct in Research

1.0104 University of Florida Ethics Policy
1.100 General Personnel Policy
2.004 Use of University Facilities: Definitions; Priorities In Use; General Restrictions on Use
2.020 Food Service on Campus
3.007 Traffic & Parking: Parking Registration
3.020 Procurement
3.037 Registration and Student Fees
3.045 University Support Personnel System (USPS) Predetermination and Arbitration Appeal Procedures for Employees with Permanent Status
3.050 University Support Personnel System and Technical, Executive, Administrative, and Managerial Support Staff Performance Appraisal
3.054 Appointment, Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff
4.006 Commercial Activity; Selling of Merchandise, Activities Involving Off-Campus Vendors
4.052 Religious Observances
6.007 Qualifications and Appointment of County Extension Faculty
6.008 Faculty Evaluation
6.009 Extension Faculty Promotion Criteria: Tenure and Promotion of Faculty in a Research or Research and Education Center; IFAS Committee on Tenure, Promotion and Permanent Status
6.011 Leave
6.015 Outside Activity Guidelines
6.017 Publications
7.049 Textbook and Instructional Materials Affordability

Ms. Keith noted that no increases to student fees were included among the regulation changes. The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP4 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Zucker, and second which was made by Trustee Stern. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

5.0 Discussion/Informational Items

Committee Chair Rosenberg turned the Committee's attention to the discussion/informational items.

5.1 Admissions Update

Vice President for Enrollment Management Zina Evans gave a brief update on admissions. The slides from this presentation are incorporated into these meeting minutes.

5.2 Faculty Update

Faculty Senate Chair and Trustee Nicole Stedman provided a brief update highlighting the initiatives of the Faculty Senate. Committee Chair Rosenberg noted that this was Trustee Stedman's last meeting as a Trustee and thanked her for her service and remarked that her service would be formally recognized at the Trustee dinner that evening.

5.3 Student Body President Update

Student Body President and Trustee Susan Webster provided a presentation highlighting the accomplishments and initiatives of Student Government. Committee Chair Rosenberg noted that this was also Trustee Webster's last meeting as a Trustee and thanked her for her service and remarked that her service would be formally recognized at the Trustee dinner that evening.

5.4 DCP Sarasota Special Purpose Site

Provost Glover indicated that the College of Design, Construction and Planning will open a special purpose site in Sarasota and Manatee Counties. The site will allow the College to interact with the community on projects being done at UF, support the continued education effort, conduct community education and host UF development events. It will be non-credit bearing instruction.

5.5 Centers/Institutes

Provost Glover provided information about new centers that have been created. They do not require Board action but were presented for information.

5.5.1 Center for Cognitive Aging and Memory
5.5.2 Sepsis and Critical Illness Center
5.5.3 Center for OCD, Anxiety and Related Disorders

5.6 New Department: Department of Comparative, Diagnostic and Population Medicine (College of Veterinary Medicine)

Provost Glover provided information regarding a new department in the College of Veterinary Medicine that followed the usual process of approval and has also been approved by the Faculty Senate.

6.0 New Business

There was no new business to come before the Committee.

7.0 Adjourn

After asking for further discussion and hearing none, Committee Chair Rosenberg adjourned the Committee on Educational Policy and Strategic Initiatives meeting at 3:46 p.m. EDT.

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP1
June 8, 2017

SUBJECT: Annual Tenure Awards

BACKGROUND INFORMATION

The Board of Trustees has the authority to award tenure. Provost Glover has recommended the award of tenure to certain faculty meeting the requirements of the University's tenure policy. A summary of highlights on each Faculty member recommended for tenure is attached.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Annual Tenure Awards to faculty recommended by the Provost as reflected in the attached summary and in the Board materials for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is not required.

Supporting Documentation Included: Summary spreadsheet attached.

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

Approved by the University of Florida Board of Trustees, June 8, 2017.

_____ _____

James W. Heavener, Chair W. Kent Fuchs, President and Corporate Secretary

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES'
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP2
June 8, 2017

SUBJECT: Tenure Upon Hire

BACKGROUND INFORMATION

The Chairs and Deans have recommended to the Provost and Senior Vice President for Academic Affairs that six 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 Strategic Initiatives 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 its approval on the Consent Agenda. While any administrative appointment is noted, tenure is granted only for the faculty appointments.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is not required.

Supporting Documentation Included: See attached Biographies and Spreadsheet and see BoardVantage for Tenure Packets.

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

Approved by the University of Florida Board of Trustees, June 8, 2017.

_____ _____

James W. Heavener, Chair W. Kent Fuchs, President and Corporate Secretary

Dr. Michael J. Daniels – College of Liberal Arts and Sciences
Professor, Department of Statistics

Dr. Michael Daniels earned his Sc.D. in Biostatistics with minors in Theoretical Statistics and Cancer Biology from Harvard University in 1995 and his AB in Applied Mathematics from Brown University (magna cum laude) in 1991. His prior institute is the University of Texas at Austin. Dr. Daniels is a Fellow of the ASA and an Elected Member of the International Statistical Institute. He is supported by a PI NIH RO1 granted related to Bayesian methods for missingness and causality in cancer and behavior studies. He is an outstanding member to his profession by serving as associate editor for several leading journals and is one of the most recognized and highly regarded statisticians in the world.

Dr. Marcia DiStaso – College of Journalism and Communications
Associate Professor and Department Chair, Department of Public Relations

Dr. Marcia DiStaso earned her B.A. in Economics with a minor in Political Science from the University of South Florida in 1996, her M.A. in Mass Communications with specializations in Public Relations and Management from the University of South Florida in 2004 and her Ph.D. in Communication with specializations in Public Relations and Accounting from the University of Miami in 2007. Her prior institution is Penn State University. Dr. DiStaso won the Public Relations Educator of the Year Award from the Public Relations Society of American in 2016. She was recognized by the Association for Education in Journalism and Mass Communication-- the most prestigious academic association in mass communication education in the country--as an AEJMC Emerging Scholar. She is also a member of the Arthur W. Page Society which "consists primarily of chief communications officers of *Fortune 500* corporations, the CEOs of the world's largest public relations agencies, and leading academics from the nation's top business and communications schools who have distinguished themselves teaching corporate communications."

Dr. Panagiotis Ch. Anastasopoulos – Herbert Wertheim College of Engineering
Associate Professor, Department of Civil and Coastal Engineering, Engineering School of Sustainable Infrastructure and Environment

Dr. Panagiotis Anastasopoulos earned his B.S. in Business Management and Economics from Athens University of Economics and Business from Athens University of Economics and Business, Athens, Greece in 2004, his M.Sc. in Civil Engineering from Purdue University in 2007 and his Ph.D. in Civil Engineering from Purdue University in 2009. His prior institute is the University of New York (SUNY).

Dr. Anastasopoulos is an internationally recognized expert in transportation infrastructure systems safety, reliability, and sustainability, who uses big data analytics and statistical/economical modeling to integrate human behavior and transportation decision making into autonomous and connected vehicle technologies. He has secured more than $3.5M in competitive research grants of which $2.1M comes from federal sources including the Federal Highway Administration. Dr. Anastasopoulos serves on the Editorial Boards of 6 prestigious journals in the interdisciplinary fields of transportation, general civil engineering, accident research, and economics.

Dr. Lili Du – Herbert Wertheim College of Engineering
Associate Professor, Department of Civil and Coastal Engineering, Engineering School of Sustainable Infrastructure and Environment
Dr. Lili Du earned her Ph.D. in Decision Sciences and Engineering Systems from Rensselaer Polytechnic Institute in 2008, an M.S. in Operations Research and Statistics from Rensselaer Polytechnic Institute in 2007, an M.S. in Industrial Engineering from Tsinghua University, Beijing China in 2003 and a B.S. in Mechanical Engineering from Xi'an Jiaotong University, Xi'an, Shanxi, China in 1998. Her prior institution is Illinois Institute of Technology. Dr. Du is an internationally recognized expect in Transportation Systems, including connected and autonomous vehicle systems and big data analytics. She has been funded in over $1M in total awards through competitive research grants from the National Science Foundation, the Illinois DOT and the U.S. DOT, including the prestigious NSF Career Award.

Dr. David Hasen – Levin College of Law
Professor of Law
Dr. David Hasen earned his B.A. in History from Reed College in 1984, his Ph.D. in the Department of Government from Harvard University in 1993 and his J.D. from Yale Law School in 1996. His prior institute is the University of Colorado Law School. Dr. Hasen has been given praise from leading tax scholars around the nation for his scholarship. He is able to take on big policy subjects and has interesting ideas. Dr. Hasen's scholarship was highly praised by all of the faculty who voted at the faculty meeting and was described by one of the faculty at the meeting as "transformative."

Ms. Jennifer Setlow – College of the Arts
Associate Professor, School of Theatre and Dance and Associate Dean for Student and Academic Affairs

Ms. Jennifer Setlow earned her M.F.A. in Theatre (Design) from the University of California, San Diego in 2002 and her B.A. in Theatre from Swarthmore College in 1995. Her prior institution is Arizona State University Herberger Institute for Design and the Arts. Ms. Setlow is the co-author of Lighting and Design Idea, which is part of the Wadsworth Series in Theatre. Ms. Setlow's lighting designs have been seen at theatres of national repute around the United States. She was the recipient of the 2006 NAACP Image Award for her lighting design for Intimate Apparel at San Diego Repertory Theatre.

TENURE UPON HIRE CASES June 2017				
Name	**College**	**Department**	**Rank**	**Previous Institution**
Michael J. Daniels	Liberal Arts and Sciences	Statistics	Professor	University of Texas at Austin
Marcia DiStaso	Journalism and Communications	Public Relations	Associate Professor	Penn State University
Panagiotis Anastasopoulos	Engineering	Civil and Coastal Engineering	Associate Professor	University New York (SUNY)
Lili Du	Engineering	Civil and Coastal Engineering	Associate Professor	Illinois Institute of Technology
David Hasen	Law	Law	Professor	University of Colorado Law School
Jennifer Setlow	Arts	School of Theatre and Dance	Associate Professor	Arizona State University Herberger Institute for Design and the Arts

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP3
June 8, 2017

SUBJECT: University of Florida Work Plan 2017

BACKGROUND INFORMATION

The Board of Governors (BOG) has developed three tools that aid in guiding the System's future: 1) The BOG's new Strategic Plan 2012-2025 is driven by goals and associated metrics that stake out where the System is headed; 2) The BOG's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals; and 3) The Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.

These three documents assist the BOG with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and drive improvements in three primary areas of focus: 1) academic quality; 2) operational efficiency; and; 3) return on investment.

The BOG will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the University of Florida Work Plan 2017 for recommendation to the Board of Trustees for its approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

The Board of Governors requires a copy of the Work Plan to be submitted for its consideration.

Supporting Documentation Included: See Appendix.

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

Approved by the University of Florida Board of Trustees, June 8, 2017.

_____	_____
James W. Heavener, Chair	W. Kent Fuchs, President and Corporate Secretary

UF

2017 Work Plan

University of Florida

University Work Plan Presentation

for Board of Governors June 2017 Meeting

DRAFT PENDING BOT APPROVAL

STATE UNIVERSITY SYSTEM of FLORIDA | Board of Governors

INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

1) *The Board of Governors' 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;*
2) *The Board's Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;*
3) *Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2015-16 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

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7. UNIVERSITY REVENUES

8. TUITION, FEES AND HOUSING PROJECTIONS

9. DEFINITIONS

MISSION STATEMENT (What is your purpose?)

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world.

Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

VISION STATEMENT (What do you aspire to?)

UF will be a premier university that the state, nation, and world look to for leadership through: (1) an exceptional academic environment, achieved by a diverse community of students, faculty, and staff; (2) an outstanding and accessible education that prepares students for work, citizenship, and life; (3) a preeminent faculty; (4) growth in research and scholarship that improves the lives of the world's citizens; (5) strengthened public engagement; (6) successful and appreciative alumni; and (7) a physical infrastructure and efficient administration and support structure that enable preeminence. The environment will foster new discoveries and inventions, enabling UF to build on its excellent national ranking in technology transfer and licensing. This will spur new businesses and state economic development to accompany UF's emphasis on service and outreach to State citizens.

STATEMENT OF STRATEGY (How will you get there?)

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

UF is building leadership positions in strategic endeavors through investment of new resources, including legislative appropriations and private donations, and through internal reallocations. This strategy will reposition UF among the nation's top public research universities and one of the nation's very best comprehensive public institutions. With the net addition of well over 100 new faculty members so far, UF is strengthening undergraduate and graduate student recruitment, doctoral education, externally-funded research programs, and online education. These initiatives are being supported by vigorous outreach and branding efforts, technology transfer and licensing programs, economic development initiatives, and a capital campaign.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

UF has nationally competitive expertise across a vast array of disciplines and can leverage this to tackle critical interdisciplinary challenges such as early childhood education, biodiversity, neuroscience, cancer, and security. Through the state's investment in the preeminence initiative, there is a unique opportunity for UF to become one of the nation's top publics. Fundamental challenges that are being addressed revolve around resources: the ability to compensate exceptional faculty at nationally competitive levels so UF can attract and retain them, the ability to provide nationally competitive graduate stipends to attract top-notch students, the money needed to refresh and rebuild an aging infrastructure, and the ability to provide need-based student financial aid to undergraduates to afford them access to higher education.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1 UF's aspiration to become one of the nation's top publics through the preeminence initiative remains the central theme for university planning and operations. To achieve this goal, UF will continue to invest in attracting and retaining world-class faculty and in facilitating their research to drive the university reputation. This investment will further advance UF's external funding portfolio and its tech transfer and economic development enterprise, already one of the best in the nation. In the next year, UF will address the student-faculty ratio that plays into national rankings, the recruitment of outstanding graduate students, the promotion of honors and awards for exceptional faculty achievement and seek improvement in 4- and 6-year graduation rates. UF is also adopting strategies to increase national awareness of the university's achievements and to reinforce it's brand.

2 In October, UF will announce the public phase of a $3B capital campaign. This initiative will help provide resources for the margin of excellence we seek and also foster recognition of the university's world-class achievements in learning, discovery, engagement, and economic development. We will place special emphasis on growing the endowment from $1.5B to $3B and on securing named professorships and chairs to help attract and retain world-class faculty. The funds that accompany these endowed positions will provide them with resources to attract the best graduate students and underpin their research efforts. In addition, we will seek private funds to help underwrite the cost of new construction and renovation on the campus. With a return of $8 for every $1 invested in this enterprise, the capital campaign offers excellent ROI for UF and the state.

3 UF has partnered with donor Herbert Wertheim to transform the College of Engineering over the next decade. His $50M gift enables investment in programs and facilities, while UF's new $9M recurring investment will grow the faculty in size and strength. A vision of "The New Engineer" needed for the 21st century now drives the college's educational programs. Anticipated return on investments include: increased number of engineers who are even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity; a larger grants and contracts portfolio; more extensive tech-transfer and economic development; and increased outreach to Florida industry through centers like the UF Innovation Station recently established in Sarasota.

DRAFT 05/17/2017
PENDING BOT APPROVAL

PERFORMANCE BASED FUNDING METRICS (ACTUAL | *GOALS*)

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	66.2	67.6	69.4	*70*	*70*	*70*	*70*

2. Median Wages of Bachelor's Graduates Employed Full-time [within one-year, anywhere in the Nation]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
.	.	$34,800	$38,400	$40,700	*$41,000*	*$41,000*	*$42,000*	*$42,000*

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
.	.	$9,950	$10,060	$10,660	*$10,700*	*$10,700*	*$10,700*	*$10,700*

4. FTIC Six-Year Graduation Rate

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
84.9	86.3	87.5	86.5	87.2	*88*	*89*	*89*	*90*

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
94.0	95.7	95.2	94.6	95.5	*96*	*97*	*97*	*97*

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
52.9	52.2	54.7	56.1	56.9	*56*	*57*	*57*	*57*

7. University Access Rate [Percent of Undergraduates with a Pell grant]

FALL 2011	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
33.2	32.8	32.4	31.6	29.7	*30*	*30*	*30*	*30*

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
67.0	69.0	69.8	69.2	70.3	*71*	*72*	*72*	*72*

9. BOG Choice: Number of Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
22	18	20	15	21	*22*	*23*	*25*	*25*

10. BOT Choice: Licenses/Options Executed Annually

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
131	129	140	147	261	*240*	*245*	*245*	*250*

Note: Metrics are defined in appendix. For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php.

DRAFT 05/17/2017
PENDING BOT APPROVAL

PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (ACTUAL | GOALS)

1. Average GPA and SAT Score

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
4.3	4.3	4.3	4.3	4.3	*4.3*	*4.3*	*4.3*	*4.3*
1289	1287	1285	1273	1281	*1280*	*1280*	*1290*	*1290*

2. Number of Top 50 Rankings [based on BOG's official list of publications]

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	.	10	10	9	*10*	*10*	*10*	*10*

3. Freshman Retention Rate [Full-time students as reported to IPEDS]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
96	96	96	96	96	*97*	*97*	*97*	*97*

4. 6-year Graduation Rate [Full-time students as reported to IPEDS]

2006-12	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20
85	87	88	87	87	*89*	*89*	*89*	*90*

5. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
24	25	25	25	29	*30*	*30*	*30*	*30*

6. Science & Engineering Research Expenditures ($M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
$650	$643	$652	$700	$742	*$742*	*$750*	*$750*	*$765*

7. Non-Medical Science & Engineering Research Expenditures ($M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
$480	$482	$480	$518	$483	*$490*	*$500*	*$510*	*$515*

8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures [includes private univ.]

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
8 of 8	8 of 8	8 of 8	8 of 8	7 of 8	*8 of 8*	*8 of 8*	*8 of 8*	*8 of 8*

9. Utility Patents Awarded [over three calendar years]

2010-12	2011-13	2012-14	2013-15	2014-16	2015-17	2016-18	2017-19	2018-20
186	232	263	303	307	*308*	*309*	*310*	*311*

10. Doctoral Degrees Awarded Annually

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1,609	1,595	1,671	1,592	1,579	*1,600*	*1,600*	*1,600*	*1,600*

11. Number of Post-Doctoral Appointees [Florida Statute requires a source with time lag]

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 ACTUAL	Fall 2015 ACTUAL	Fall 2016	Fall 2017
597	648	625	674	677	*644*	*679*	*690*	*690*

12. Endowment Size ($Millions)

2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
1,263	1,360	1,520	1,556	1,468	*1,570*	*1,640*	*1,717*	*1,800*

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KEY PERFORMANCE INDICATORS (ACTUAL | *GOALS*)

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

1. Number of Top 50 Rankings [based on BOG's official list of publications]

2013	2014	2015	2016	2017	2018	2019	2020	2021
.	.	10	10	9	*10*	*10*	*10*	*10*

2. Percent of Freshmen in Top 10% of High School Class

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
77	77	75	72	73	*72*	*72*	*72*	*72*

3. Professional Licensure & Certification Exam Pass Rates Above Benchmarks

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
11 of 11	11 of 11	11 of 11	10 of 10	9 of 10	*10 of 10*	*10 of 10*	*10 of 10*	*10 of 10*

4. Time to Degree for FTICs in 120hr programs

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
4.1	4.1	4.0	3.9	3.9	*4.1*	*4.1*	*4.1*	*4.1*

5. Four-Year FTIC Graduation Rates [full-time students only]

2008-12	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20
68	66	67	68	67	*68*	*68*	*70*	*71*

6. Bachelor's Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
8,601	8,245	8,515	8,604	8,451	*8,515*	*8,515*	*8,600*	*8,600*

7. Graduate Degrees Awarded [First Majors Only]

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
5,975	5,981	6,241	5,613	5,809	*5,650*	*5,700*	*5,800*	*5,800*

8. Bachelor's Degrees Awarded to African-American & Hispanic Students

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
27	27	27	28	27	*26*	*26*	*26*	*26*

9. Percentage of Adult (Aged 25+) Undergraduates Enrolled

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
6	6	6	7	7	*6*	*6*	*6*	*6*

10. Percent of Undergraduate FTE in Online Courses

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
15	20	26	27	31	*28*	*29*	*30*	*30*

11. Percent of Bachelor's Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
40	40	42	43	43	*44*	*45*	*45*	*45*

12. Percent of Graduate Degrees in STEM & Health

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
56	58	58	58	59	*59*	*59*	*59*	*59*

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KEY PERFORMANCE INDICATORS (ACTUAL | *GOALS*)

Scholarship, Research and Innovation Metrics (additional metrics from the 2025 System Strategic Plan)

1. National Academy Memberships

2013	2014	2015	2016	2017	2018	2019	2020	2021
24	25	25	25	29	30	30	30	30

2. Faculty Awards

Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
22	18	20	15	21	*22*	*23*	*25*	*25*

3. Total Research Expenditures ($M)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
$697	$695	$708	$740	$791	*$791*	*$795*	*$800*	*$805*

4. Research Expenditures Funded from External Sources

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
53	51	54	52	52	*52*	*52*	*52*	*52*

5. Utility Patents Awarded [from the USPTO]

2012	2013	2014	2015	2016	2017	2018	2019	2020
75	97	91	115	101	*115*	*117*	*119*	*120*

6. Licenses/Options Executed

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
131	129	140	147	261	*240*	*245*	*245*	*250*

7. Number of Start-up Companies Created

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
12	15	16	16	15	16	*17*	*17*	*18*

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ENROLLMENT PLANNING (ACTUAL | *PLAN*)

Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2012 ACTUAL	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 *PLAN*	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	25,235	25,591	25,705	26,221	27,419	28,249	28,658	28,976	29,383
FTIC (Profile Admit)	641	632	631	618	448	607	616	623	632
FCS AA Transfers	4,942	4,890	5,142	5,480	5,807	5,845	5,929	5,995	6,079
Other AA Transfers	227	248	285	404	462	408	413	418	424
Post-Baccalaureates	0	0	0	0	0	0	0	0	0
Other Undergraduates	993	1,014	1,018	1,279	1,382	1,306	1,325	1,339	1,358
Subtotal	**32,038**	**32,375**	**32,781**	**34,002**	**35,518**	**36,415**	**36,941**	**37,351**	**37,876**
GRADUATE									
Master's	7,461	7,204	7,114	7,618	8,059	8,108	8,225	8,316	8,433
Research Doctoral	4,476	4,348	4,229	4,296	4,314	4,574	4,640	4,692	4,757
Professional Doctoral	4,395	4,377	4,411	4,359	4,446	4,709	4,777	4,830	4,898
Subtotal	**16,332**	**15,929**	**15,754**	**16,273**	**16,819**	**17,391**	**17,642**	**17,838**	**18,089**
UNCLASSIFIED									
H.S. Dual Enrolled	57	71	149	124	273	193	196	198	200
Other[1]	1,659	1,720	1,852	2,120	2,244	2,209	2,241	2,266	2,298
Subtotal	**1,716**	**1,791**	**2,001**	**2,244**	**2,517**	2,402	2,437	2,464	2,498
TOTAL	**50,086**	**50,095**	**50,536**	**52,519**	**54,854**	**56,208**	**57,020**	**57,653**	**58,463**

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2016 Data Administrator Workshop and matches the 2015-16 Accountability Report (Table 3A). The change improves how post-baccalaureate undergraduate students are counted. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2011-12 ACTUAL	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 PLAN	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN
UNDERGRADUATE									
Distance (80-100%)	4,893	6,402	8,386	8,918	10,284	11,256	12,559	13,472	14,298
Hybrid (50-79%)	639	491	305	319	423	425	399	369	337
Classroom (0-50%)	26,925	25,422	23,935	23,427	22,975	23,281	23,347	23,076	22,802
Subtotal	**32,457**	**32,315**	**32,616**	**32,664**	**33,682**	**34,962**	**36,305**	**36,917**	**37,437**
GRADUATE									
Distance (80-100%)	1,644	3,356	3,643	3,943	3,999	4,296	4,465	4,593	4,664
Hybrid (50-79%)	452	486	310	280	238	302	301	304	306
Classroom (0-50%)	12,513	10,676	10,177	9,814	10,194	10,164	10,269	10,311	10,321
Subtotal	**14,609**	**14,518**	**14,130**	**14,037**	**14,431**	**14,761**	**15,035**	**15,208**	**15,291**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element 2052.

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ENROLLMENT PLANNING (continued)

Planned FTE Enrollment Plan by Student Level

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Planned Annual Growth Rate*
STATE FUNDABLE									
RESIDENT									
LOWER	12,922	13,242	13,354	13,305	13,360	13,491	13,698	13,969	0.9%
UPPER	17,951	18,423	19,208	19,495	19,667	20,072	20,750	21,661	2.4%
GRAD I	2,585	2,486	2,629	2,682	2,690	2,689	2,688	2,687	0.4%
GRAD II	4,525	4,392	4,156	4,095	4,129	4,159	4,180	4,192	0.2%
TOTAL	**37,984**	**38,543**	**39,347**	**39,577**	**39,846**	**40,411**	**41,316**	**42,509**	**1.6%**
NON RESIDENT									
LOWER	984	1,287	1,448	1,541	1,617	1,681	1,744	1,821	4.7%
UPPER	877	1,099	1,382	1,643	1,854	2,003	2,126	2,263	10.4%
GRAD I	1,912	2,132	2,132	2,137	2,143	2,145	2,147	2,147	0.1%
GRAD II	2,527	2,627	2,867	3,028	3,065	3,082	3,094	3,102	1.6%
TOTAL	**6,300**	**7,145**	**7,829**	**8,349**	**8,679**	**8,911**	**9,111**	**9,333**	**3.6%**
TOTAL									
LOWER	13,907	14,529	14,802	14,846	14,977	15,172	15,442	15,790	1.3%
UPPER	18,829	19,523	20,591	21,139	21,520	22,075	22,876	23,924	3.0%
GRAD I	4,497	4,617	4,761	4,820	4,833	4,834	4,834	4,834	0.3%
GRAD II	7,051	7,019	7,023	7,124	7,193	7,242	7,274	7,294	0.8%
TOTAL	**44,284**	**45,688**	**47,177**	**47,929**	**48,523**	**49,323**	**50,426**	**51,842**	**1.9%**
NOT STATE FUNDABLE									
LOWER	278	288	283	287	288	288	288	288	0.4%
UPPER	668	622	630	646	652	652	652	652	0.7%
GRAD I	2,369	2,530	2,679	2,704	2,710	2,711	2,712	2,712	0.2%
GRAD II	513	594	571	560	554	551	549	548	-0.8%
TOTAL	**3,829**	**4,034**	**4,163**	**4,197**	**4,204**	**4,202**	**4,201**	**4,200**	**0.2%**

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, this data is used as a key factor in the calculation of facility space needs for university educational plant surveys. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2022-23 value divided by the 2017-18 value) to the (1/5) exponent minus one.

Medical Student Headcount Enrollments *(if applicable)*

	2015-16 ACTUAL	2016-17 ESTIMATE	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN	2022-23 PLAN	Annual Growth
MEDICAL DOCTORATES									
RESIDENT	532	531	531	531	531	531	531	531	0%
NON-RESIDENT	33	33	33	33	31	31	31	31	0%
TOTAL	**564**	**564**	**564**	**564**	**564**	**564**	**564**	**564**	**0%**
DENISTRY									
RESIDENT	343	346	346	346	346	346	346	346	0%
NON-RESIDENT	14	14	14	14	14	14	14	14	0%
TOTAL	**360**	**360**	**360**	**360**	**360**	**360**	**360**	**360**	**0%**
VETERINARY									
RESIDENT	353	353	353	353	353	353	353	353	0%
NON-RESIDENT	97	97	97	97	97	97	97	97	0%
TOTAL	**450**	**450**	**450**	**450**	**450**	**450**	**450**	**450**	**0%**

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ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2017-18

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2016 Work Plan list for programs under consideration for 2017-18.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Educational Sciences	13.0101	EDUCATION	FAU, FGCU	200%	30	Fall 2017
Marine Sciences	26.1302	STEM	FIU, UWF	TBD	100	Spring 2018
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Master of Design	50.0401		None	No	20	Spring 2018
DOCTORAL PROGRAMS						
Doctor of Athletic Training	51.0913	HEALTH	None	No	25	Fall 2017
Doctor of Musical Arts	50.0901	LOCAL	None	16%	15	Fall 2017

New Programs For Consideration by University in 2018-20

These programs will be used in the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Mfg Eng Technology	15.0613	STEM	None	100%	300	Fall 2018
Ag Operations Mgmt	01.0106		None	TBD	40	Fall 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Dance	50.0301		FSU	No	25	Fall 2019
Case Management	51.0001		None	Yes	40	Fall 2018
Bioinformatics Comp Biology	26.1103	STEM	USF	No	30	Fall 2019
Geomatics	15.1102	STEM	None	Yes	40	Fall 2019
Advanced Legal Research	22.0201		None	Yes	25	Spring 2018
Anatomy	26.0403		None	No	TBD	Fall 2019
DOCTORAL PROGRAMS						
Arch & Bldg Sciences/Tech	04.0902		None	No	30	Spring 2018
Geomatics	15.1102	STEM	None	No	25	Fall 2019
Sustainability Studies	30.3301	STEM	None	No	20	Spring 2018
Lang, Lit & Cultures	16.0101	GLOBAL	None	TBD	TBD	Fall 2019
Anatomy	26.0403		None	No	TBD	Fall 2019

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UNIVERSITY REVENUES

University Revenues *(in Millions of Dollars)*

EDUCATION & GENERAL	2015-16 Actual	2016-17 Estimates
Main Operations		
State Funds	$ 396.0	$ 419.5
Tuition	$ 313.0	$ 321.6
SUBTOTAL	**$ 709.1**	**$ 741.1**
Health-Science Center / Medical Schools		
State Funds	$ 111.3	$ 112.6
Tuition	$ 37.9	$ 38.3
Other Trust Funds	$ 30.1	$32.8
SUBTOTAL	**$ 179.3**	**$ 183.7**
Institute of Food & Agricultural Sciences (IFAS)		
State Funds	$ 157.9	$ 170.9
Tuition	$ 0.0	$ 0.0
Other Trust Funds	$ 19.0	$ 27.7
TOTAL IFAS	**$ 176.9**	**$ 198.6**
EDUCATION & GENERAL TOTAL REVENUES	**$ 1,065.3**	**$ 1,123.4**

OTHER BUDGET ENTITIES		
Auxiliary Enterprises	**$ 385.8**	**$ 371.0**
Contracts & Grants	**$ 1,363.5**	**$ 1,209.4**
Local Funds	**$ 594.1**	**$ 555.9**
Faculty Practice Plans	**$ 861.4**	**$ 869.5**

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report).

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UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	Actual			Projected			
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Tuition:							
Base Tuition - (0% inc. for 2017-18 to 2020-21)	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07	$105.07
Tuition Differential[5]	$44.17	$44.17	$44.17	$44.17	$44.17	$44.17	$44.17
Total Base Tuition & Differential per Credit Hour	$149.24	$149.24	$149.24	$149.24	$149.24	$149.24	$149.24
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25
Capital Improvement[2]	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76	$6.76
Activity & Service	$18.19	$19.06	$19.06	$19.06	$19.06	$19.06	$19.06
Health	$14.93	$15.81	$15.81	$15.81	$15.81	$15.81	$15.81
Athletic	$1.90	$1.90	$1.90	$1.90	$1.90	$1.90	$1.90
Transportation Access	$8.91	$9.44	$9.44	$9.44	$9.44	$9.44	$9.44
Technology[1]	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25	$5.25
Green Fee (USF, NCF, UWF only)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Student Life & Services Fee (UNF only)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Marshall Center Fee (USF only)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Student Affairs Facility Use Fee (FSU only)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Fees	$61.19	$63.47	$63.47	$63.47	$63.47	$63.47	$63.47
Total Tuition and Fees per Credit Hour	$210.43	$212.71	$212.71	$212.71	$212.71	$212.71	$212.71
% Change		1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$4,477.20	$4,477.20	$4,477.20	$4,477.20	$4,477.20	$4,477.20	$4,477.20
Total Fees for 30 Credit Hours	$1,835.70	$1,904.10	$1,904.10	$1,904.10	$1,904.10	$1,904.10	$1,904.10
Total Tuition and Fees for 30 Credit Hours	$6,312.90	$6,381.30	$6,381.30	$6,381.30	$6,381.30	$6,381.30	$6,381.30
$ Change		$68.40	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		1.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	$707.21	$707.21	$707.21	$707.21	$707.21	$707.21	$707.21
Out-of-State Undergraduate Student Financial Aid[3]	$35.36	$35.36	$35.36	$35.36	$35.36	$35.36	$35.36
Total per credit hour	$742.57	$742.57	$742.57	$742.57	$742.57	$742.57	$742.57
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$25,693.50	$25,693.50	$25,693.50	$25,693.50	$25,693.50	$25,693.50	$25,693.50
Total Fees for 30 Credit Hours	$2,896.50	$2,964.90	$2,964.90	$2,964.90	$2,964.90	$2,964.90	$2,964.90
Total Tuition and Fees for 30 Credit Hours	$28,590.00	$28,658.40	$28,658.40	$28,658.40	$28,658.40	$28,658.40	$28,658.40
$ Change		$68.40	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Housing/Dining[4]	$9,630.00	$9,750.00	$9,750.00	$9,750.00	$9,750.00	$9,750.00	$9,750.00
$ Change		$120.00	$0.00	$0.00	$0.00	$0.00	$0.00
% Change		1.2%	0.0%	0.0%	0.0%	0.0%	0.0%

[1] can be no more than 5% of tuition.

[2] as approved by the Board of Governors.

[3] can be no more than 5% of tuition and the out-of-state fee.

[4] combine the most popular housing and dining plans provided to students

[5] report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.

DEFINITIONS

Performance Based Funding	
1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: Accountability Report (Table 4O). State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: Accountability Report (Table 1D) – which, combines the Legislature's annual General Appropriations Act, university required fees and several files (HTD, SFA, SIF) within SUDS.
4. Six Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).
5. Academic Progress Rate *2nd Year Retention with GPA Above 2.0*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).
6. University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).
7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).

8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).
8b. Freshmen in Top 10% of High School Class Applies to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set (C10).
BOG Choice Metrics	
9a. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).
9b. Number of Faculty Awards	This metric is based on the number of awards that faculty have earned in the arts, humanities, science, engineering and health fields as reported in the annual 'Top American Research Universities' report. Twenty-three of the most prominent awards are considered, including: Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, MacArthur Foundation Fellows, National Endowment for the Humanities (NEH) Fellows, National Medal of Science and National Medal of Technology, Robert Wood Johnson Policy Fellows, Sloan Research Fellows, Woodrow Wilson Fellows, to name a few awards. Source: Center for Measuring University Performance, Annual Report of the Top American Research Universities (TARU).
9c. National Ranking for University	This metric is based on the number of Top 50 university rankings that NCF earned from the following list of publications: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance. Source: Board of Governors staff review.
BOT Choice Metrics	
10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).

10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.
10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's rank within AAU institutions. Source: Accountability Report (Table 6A), University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: Accountability Report (Table 3C), State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees at the beginning of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics	
Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X').
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board's annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F & 12F in HERD survey) from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year's data after the Board of Governors Accountability report is published.

Key Performance Indicators	
Teaching & Learning Metrics	
Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).
Professional/Licensure Exam First-time Pass Rates	The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.
FTIC Graduation Rates In 4 years (or less)	As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.
Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).
Percent of Bachelor's Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).
Percent of Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).

Key Performance Indicators (continued)	
Scholarship, Research & Innovation Metrics	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see: http://mup.asu.edu/research_data.html.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the annual Accountability Report (table 6A).
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the annual Accountability Report (table 6A).

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES'
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP4
June 8, 2017

SUBJECT: New Degree: Bachelor of Arts in Education Sciences

BACKGROUND INFORMATION

The proposed Bachelor of Arts in Education Sciences degree will enable students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective. Students will be able to apply foundational ideas to problems of practice in formal and informal education and training settings as well as evaluate the impact of innovative, viable education solutions. The Bachelor of Arts in Education Sciences degree was approved by the Curriculum Committee and then by the Faculty Senate at their May 11, 2017 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Bachelor of Arts in Education Sciences, CIP Code 13.0101, in the College of Education for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is required for all doctoral and professional degree programs and limited access programs only.

Supporting Documentation Included: See Appendix.

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

Approved by the University of Florida Board of Trustees, June 8, 2017.

_____ _____

James W. Heavener, Chair W. Kent Fuchs, President and Corporate Secretary

Approved Faculty Senate May 11, 2017

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 2018
University Submitting Proposal	Proposed Implementation Term
College of Education	Dean's Office/College of Education
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Education Sciences	Bachelor of Arts
Academic Specialty or Field	Complete Name of Degree

13.0101

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		President	5/16/17 Date
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs	5/1/17 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)		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	70	52.50	$4,731	$248,375	0	0	$248,375
Year 2	145	108.75					
Year 3	170	127.50					
Year 4	210	157.50					
Year 5	230	172.50	$2,815	$485,531	0	0	$485,531

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) Level

The College of Education at the University of Florida proposes a new undergraduate program, Bachelor of Arts in Education Sciences (BAES).

(b) Emphases, including concentrations, tracks, or specializations

Undergraduate students in the UF College of Education currently may pursue majors only in early childhood education or elementary education. The proposed BAES prepares individuals for a variety of non-teaching career paths as well as advanced studies related to the broader field of education. In addition to a General Studies track suitable for students interested in broad field degree, specializations will be available in Disabilities in Society; Educational Psychology and Research; Educational Technology; and Schools, Society, and Policy.

Requirements for the BAES include experiential learning options in research, internship, service learning, and study abroad. Further, students will successfully complete and present findings from the experiential component via a capstone project

(c) Total number of credit hours

120 hours

(d) Overall purpose, including examples of employment or education opportunities that may be available to program graduates

The proposed program enables students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective. Students will be able to apply foundational ideas to problems of practice in formal and informal education and training settings as well as evaluate the impact of innovative, viable education solutions.

The BAES is designed for individuals interested in non-teaching careers in the broad field of education, including areas such as technology-enhanced instruction and training, public and private sector education ventures, educational policy and program research, and preparation for graduate study. Graduates of the proposed program may pursue fulfilling careers in traditional and non-traditional education settings. Across the country, graduates with education majors typically are prepared to teach in preschool through grade 12 settings. While many university students complete an education degree with teacher certification and begin teaching, others pursue graduate school or employment in fields where preparation in education is an asset. The proposed program is appropriate for students interested in leading and supporting the design and implementation of learning environments, studying and informing education policy, optimizing e-learning, advocating for and developing accessible education options for citizens with disabilities, and supporting the learning and training missions of institutions in the modern economy.

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 on February 10, 2017. No formal concerns were expressed.

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 BAES aligns well with State University System (SUS) Strategic Planning Goals of Excellence, Productivity, and Strategic Priorities in the areas of Teaching and Learning, Scholarship, Research, & Innovation; and Community and Business Engagement (State University System of Florida [SUS], 2011). The goals developed for the degree, clearly delineate a direct alignment with the SUS Strategic Planning Goals, as follows:

STATE UNIVERSITY SYSTEM GOALS (SUS, 2011):

Teaching and Learning

- *Excellence GOAL: Strengthen Quality and Reputation of Academic Programs and Universities*
- *Productivity GOAL: Increase Degree Productivity and Program Efficiency*

The UF College of Education is the highest ranked education college in both Florida and among public institutions in the Southeast, and is ranked 20th nationally among public education colleges in the 2016 U.S. News & World Report survey of America's Best Graduate Schools. USA Today recently bestowed a Top 10 ranking to the college and U.S. News ranked the College's overall Online Graduate Education Programs No. 1 nationally. With only two bachelor's degree options available – and both focused on teacher preparation – the UF College of Education can leverage its human capital and infrastructure resources to offer a new undergraduate program focused on non-teaching aspects of the broad education system. Colleges of education across the country are experiencing decreases in initial teacher preparation programs. UF can strategically maintain a competitive advantage as a top education college with the addition of a non-teacher education bachelor's degree.

The BAES will promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning methods as well as interdisciplinary curriculum.

- *Strategic Priorities for a Knowledge Economy GOAL: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis*

The BAES will create opportunities for students to have access to degree programs to STEM-education areas, as well as other existing and emerging areas of critical needs in possible double majors. The identified education areas include educational technology, and educational statistics and measurement.

Scholarship, Research, & Innovation

- *Excellence GOAL: Strengthen the Quality and Reputation of Scholarship, Research, and Innovation*
- *Productivity GOAL: Increase Research Activity and Commercialization Activity*
- *Strategic Priorities for a Knowledge Economy GOAL: Increase Collaboration and External Support for Research Activity*

Through the required experiential learning expectation, students in the BAES may be placed in internships with educational technology companies who capitalize on electronic delivery of educational content; education assessment and curriculum development companies, and various public agencies and private businesses that produce professional development and e-learning materials and programs. By working with researchers and their partners in various centers and institutes associated with UF faculty, students will contribute to research and development efforts of the university system.

Community & Business Engagement

- *Excellence GOAL: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement*
- *Productivity GOAL: Increase Levels of Community and Business Engagement*

BAES graduates will be prepared to serve and improve traditional and non-traditional education settings, the private sector, and governmental agencies. To that end, it is envisioned that students in the BAES will have immersive experiences near the end of the program where the ideas learned in the program are applied in a real-life, practical setting. The experiential component is a natural mechanism for engaging community and business leaders in formulating mutually beneficial opportunities for BAES students.

Strategic Priorities for a Knowledge Economy GOAL: Increase Community and Business Workforce

Program completers will develop the knowledge, skills, and disposition to serve in a wide variety of roles within Florida such as liaisons between traditional and non-traditional education providers, evaluators of public and private education initiatives, and designers of face-to-face and web-based instruction and training.

E. If the program is to be included in a category within the Programs of Strategic Emphasis (http://www.flbog.edu/pressroom/strategic_emphasis/) as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

Please see the Programs of Strategic Emphasis (PSE) methodology for additional

explanations on program inclusion criteria at the resource page for new program proposal.

The proposed program specifically addresses the following Areas of Programmatic Strategic Emphasis:

1. Critical Workforce – Education
   The proposed BAES program serves the need to prepare individuals who can contribute a unique skill set to the larger educational, government, and business communities.

   The proposed program will promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning methods as well as interdisciplinary curriculum. Graduates will have opportunities to complete signature culminating experiences involving studying abroad, learning communities, service learning, and undergraduate research. The proposed program will employ initiatives to increase research activities that support the development of a culture of entrepreneurship in the college and on campus.

2. Economic Development – Regional Workforce Demand
   The proposed BAES will promote an influx of graduates in the broad field of education, government, business settings, and other education-related fields not limited to schools and the classroom environment.

3. Science, Technology, Engineering, and Math (STEM)
   The BAES is not a STEM degree. However, with an emphasis on development and application of educational technology innovations, graduates will be well prepared to support learning in formal and informal education settings (e.g., museums) and participate in the start-up industries that require evidence-based instructional design as well as appropriate application of ubiquitous technologies that support learning.

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 University of Florida main campus, but students will have the option to complete courses via distance learning as part of UF Online.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

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

The impetus for the proposed program is based on the need to supply the workforce with highly effective professionals who are proficient in fields that relate to a variety of educational fields (U.S. Department of Education, 2015-2016; Florida Department of Education, 2015-2016). In addition, the need to increase program completion numbers and create a foundation for

undergraduate program completers to continue graduate education are emergent foci in the SUS Strategic Plan (SUS Strategic Plan, 2011). At the College of Education level, a decrease in enrollments in traditional teacher education programs and an increase in enrollments in non-teaching education minors and courses also are considerations framing the need to create a new program that will address these critical areas.

The 2016 Occupational Outlook Handbook published by the Bureau of Labor Statistics indicates job prospects for specialists prepared by the proposed degree program are expected to be favorable. For example, a 7% increase is expected over the next 10 years in training and development fields related to the proposed program. In addition, the field of educational technology is rapidly changing to include more employees with only a baccalaureate degree who are skilled in instructional design and in implementing and evaluating web-based learning environments. In a review of over 400 job announcements over a recent four-month period on job announcement websites related to the field, 74% of the announcements only required a bachelor's degree as the minimum education requirement, followed by 14% requiring a master's degree. This observation is important as the field traditionally sought entry employees with graduate degrees.

The demand for educators in non-school-based positions continues to expand as employers in the modern economy seek individuals who are capable of leading and supporting the design and implementation of learning environments, studying and informing education policy, optimizing e-learning, advocating for and developing accessible education options for citizens with disabilities, and supporting the learning and training missions of public and private institutions. And, these are careers with growth potential and economic stability. For example, the Florida Department of Economic Opportunity, Bureau of Labor Market Studies, projects over 1200 training and development personnel will be needed in the next 5 years. Wages for graduates of the proposed degree in these positions are reported to be in the range from $45,670 – $48,300. Graduates of the Education Technology specialization will be qualified for positions as online learning specialists, course developers, and web-based learning managers with an expected salary range of $43,000 - $52,390. Other specializations which provide knowledge and skills related to educational research, policy, and human exceptionalities will permit graduates to seek positions as textbook and software salespersons ($48,200), research analysts ($45,890), social service case workers and investigators ($39,600 - $42,000), and tutoring and/or early intervention specialists ($43,000).

With the need to prepare highly effective professionals who will supply education-related workforce and envisioning SUS areas of programmatic strategic emphasis, the development of the BAES emphasizes education as a critical need. It is expected the implementation of the major will promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning approaches as well as interdisciplinary curriculum. Students will have opportunities to complete signature experiential components involving studying abroad, internships, service learning, and/or undergraduate research. The program will employ initiatives such as forming partnerships within UF to promote the minor in entrepreneurship and the Innovation Academy to support a culture of entrepreneurship. As a result, the influx of graduates in the fields of education, government, business settings, and other education-related fields not limited to the classroom environment is expected to increase regionally.

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

The genesis for the proposed major emerged from three sources: (1) an analysis of job announcements mentioning a degree in education, (2) an examination of trends in top colleges of education, and (3) reports by the College of Education Office of Student Services.

Job announcements on four prominent job search and professional networking websites during a four-month period in late 2013 were examined. A sample of 400 position announcements referencing a degree in education as a required or preferred qualification were analyzed. A variety of positions were available for which students graduating from the proposed program would be well suited. Background requirements frequently mentioned are familiarity with technology-based instructional design, program and project evaluation, and foundations of educational systems. Also, positions were from various employment sectors, including 70% from business/industry, 23% in higher education settings, and the remaining were from government, preK-12, and military.

Most colleges of education around the country are experiencing a decline in enrollments by students wishing to be teachers, largely due to salary suppression and policies grounded in questions of teacher effectiveness, evaluation, and compensation. One report indicates the drop in initial teacher education enrollments is approximately 30% over the past 5 years. UF experienced a decline over the same period in its two undergraduate teacher education programs as potential students questioned faculty and advising staff whether the time was right to pursue a career in teaching. The decline of interest in teacher education sparked interest in colleges of education to respond to other workforce trends, such as preparing individuals for instructional design and development positions frequently found in the job announcements cited above. The UF College of Education committed itself to capitalize on its strengths in graduate education, as well as notable efforts in research and development, to create opportunities for undergraduate students seeking a career related to education but not wanting to serve in a classroom.

Advising staff reported an uptick in the number of students coming to the office or emailing about the availability of non-teaching majors. The College offers only two undergraduate majors at present and both are geared to teacher preparation (early childhood education; elementary education). Some prospective students are inspired to pursue a career in teaching young children and elementary school students, and our undergraduate programs meet the needs of those students and the workforce needs of the state in those areas. [Note: Students wishing to teach at the middle and high school level are expected to be subject-matter experts and earn a baccalaureate degree in a subject area, such as mathematics, then pursue the teaching credential at the graduate level.] Other prospective students visiting the advising staff are not interested in teaching in traditional school settings, but wish to have an influence in other ways, such as the development and study of education policy, integration of technology to support innovation in training and learning systems, methods of evaluating the efficacy of programs and projects, and non-teaching roles in traditional education settings. The Education Sciences major is intended to meet the needs of these future leaders and innovators.

In summary, the BAES is designed to meet the needs of several populations of students:

- Students seeking careers in traditional and non-traditional education settings.

- Students who started an undergraduate teacher preparation program and have decided to no longer pursue a major directly tied to classroom teaching.
- Students who completed teacher certification requirements, determined they are not interested in classroom teaching, and want additional preparation in related fields to improve employment prospects.
- Career changers seeking a second undergraduate degree.
- Students in UF majors or transfer students from the FCS who have interest in supporting and innovating in the education sector but not intent on pursuing a classroom teaching career.

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.

According to the Academic Program Inventory of the State University System of Florida, FAU and FGCU offer a bachelor's program with CIP 13.0101 (Education, General). The FAU program was reclassified from CIP 13.1210 (Early Childhood Education and Teaching) to CIP 13.0101in 2008 and reflects a change from a teacher certification program to a degree that prepares personnel in the fields of child care and children's services. The FGCU major was Child Development and changed to Child and Youth Studies. The programs at both FAU and FGCU are substantively different than the proposed BAES, primarily due to their stated focus on education and services for young children.

Another program in the SUS with similarities to the proposed BAES is offered by UCF, but not under CIP 13.0101. UCF offers a restricted access "Lifelong Learning" track within the B.S. in Elementary Education (CIP 13.1202). Per communication with the UCF College of Education and Human Performance, the proposed degree program does not duplicate the UCF track. The track is similar to an undergraduate minor and described as an option that prepares students for employment in a variety of informal education settings where requirements such as content knowledge, an understanding of how children and adults learn, and strong interpersonal and communication skills, coupled with the added proficiency in areas such as marketing, management, event planning, and cognitive, physical and emotional development are needed. (UCF College of Education and Human Performance http://education.ucf.edu/prog_page.cfm?fid=61425956745341447F750D05031666435F5178740B030507).

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.

Enrollment projections are modeled on student inquiries, recommendations by the advising office, and enrollment patterns in education courses and minors (n=400) by undergrads. We anticipate some freshman and sophomore students working toward a major in another college will transfer to the proposed program during the first three years. By considering current

students in education minors as representative of students who may be interested in the proposed program, demographics show students in the minor are not concentrated in a particular major, so minimal impact is expected on enrollments in majors across the university. The primary audience for recruitment are rising juniors initially admitted to UF as FTIC and FCS transfers to the upper division. Santa Fe College has over 1000 students expressing interest in the general field of education. We expect to draw the majority of the FCS transfer population from Santa Fe.

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. <u>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</u>.

The UF College of Education's philosophy of recruitment, retention, and degree completion is to build and maintain a community of educators enhanced by diverse experiences and backgrounds who are well prepared to serve and impact all segments of society. At the College of Education, we are determined to attract and retain highly talented and productive individuals without regard to such categories as race, religion, disability, or sexual orientation. At the institutional level, the Office of Multicultural and Diversity Affairs expands the commitment to diversity through the following vision and mission:

> Vision: UF Multicultural & Diversity Affairs educates, empowers, and mobilizes students, campus and community partners, and creates cutting edge programs and opportunities in the areas of multicultural education, self-awareness, advocacy, intercultural understanding, and social justice with a commitment toward creating an inclusive, affirming and just campus community.
>
> Mission: UF Multicultural & Diversity Affairs promotes an inclusive campus community by creating environments in which students learn about themselves and diverse others, engage in meaningful inter- and intra-cultural dialogue, and enhance their leadership and commitment to social justice.

Further, an important aspect of the work of the College of Education's "EduGator Central" (aka "student services office") occurs within Recruitment, Retention, and Multicultural Affairs (RRMA). RRMA is charged with leading efforts to support a diverse student body in the College of Education. One step toward building a rich student body was establishing a formal Recruitment Strategic Plan (rev. 2016) to guide recruitment, retention, and degree completion. The College of Education Recruitment Strategic Plan prioritizes the implementation of efforts that aim to achieve an inclusive, affirming, and just educational community. Results are closely monitored and, in 2015-2016, 38% of the retained student population was non-white. A sample of recruitment strategies include:

1. Expanding partnerships with high schools and 2-year colleges that include significant populations of diverse students.
    a. Contact and offer UF guest speakers to all high Career and Technical Academies with a focus on education or teaching. Highlight pathways to

the proposed program.

b. Contact all state college liaisons to request meetings with students via video conference assistance regarding pathways to the proposed program.

2. Designating an existing staff member as a "Recruitment Specialist" for the proposed program to carry out recruitment, retention, and completion strategies.
    a. Develop and provide professional development including diversity awareness and communications training for Recruitment Specialist.
    b. Develop and require customer service and diversity trainings or request trainings from HR for all faculty and staff that work with prospective and current students.

3. Utilizing current College of Education CRM and transition to UF CRM as soon as possible to track leads and provide timely follow-up and application support.

4. Updating college-wide recruitment materials and resources that represent the full spectrum of students served and possible careers to accompany other materials used during campus recruitment activities.

The proposed BAES does not substantially duplicate programs at FAMU and FIU. Consequently, the program should not have adversely impact those universities' ability to attract and retain students.

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.)

Projected instructional and support costs for the proposed program will be completely funded by reallocated E & G funding in Year 1. Faculty from three departments will participate in the proposed program. Salary and benefits proportional to their effort will be reallocated to the new program. Also, effort for TEAMS and OPS personnel as well as program expenses will be reassigned from college funds. Overall, no increase in E&G funding is required to launch and sustain the proposed program until Year 5 when two new faculty will have been hired on vacant lines.

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 be offered as a regular state-funded UF undergraduate degree program, not intended to be offered through Continuing Education on 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).**

Enrollments in the UF College of Education have decreased over the past five years. Reallocation of resources within the College to serve the proposed program will not negatively impact existing programs. Existing courses and some of the new courses in the proposed program will be taught by existing faculty as we adjust course loads to meet new enrollments. Some of the instruction can be handled by graduate teaching assistants. The College has many GTAs at 0.25 FTE. We would increase some assistantships to 0.50 FTE to cover additional instruction. The new program progressively incorporates experiential learning in the form of internships, study abroad, service learning, and research. We expect the undergraduate research component will become a signature feature of the program. Such efforts will link undergraduates with faculty and doctoral research students in studying problems of education practice tied to the concentrations in the proposed degree. The increased availability of experiential learning options will increase options for students in the two other undergraduate majors, although the impact may be minimal due to strict program requirements that fulfill Florida's standards for educator preparation programs and national accreditation requirements.

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).**

A reasonable increase in enrollment is expected in lower and upper division courses as a result of the implementation of the proposed program. We are projecting only 230 total enrollments by the 5th year and some of those students will be enrolled through UF Online. We expect the overall impact on general education courses to be minimal as new students will be accommodated in existing courses.

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 College's Office of Development is aware of the new program and is developing the skeletons of proposals for scholarships that might be offered to prospective funders. In particular, we will target funding for parts of the program that could be an additional expense for students if chose, such as study abroad. The College also maintains robust relationships with local and distant businesses utilizing educational technologies to deliver their products or services. Those businesses will host interns and may be inclined to financially support specialized facilities for the educational technology specialization.

Additionally, the College has strong partnerships with schools and agencies around the world. We already have an infrastructure, processes, agreements, etc to support all phases of supervised internships in these settings. Those organizations provide on site support to our students. We expect to leverage those relationships to provide similar support to students in the proposed program.

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.

After 5 years, the proposed program will have total unduplicated enrollment of 230 students with the population evenly split between UF FTIC and FCS upper-level transfers plus an additional 30 students from out of state. The program should be graduating 115 students per year once equilibrium is reached.

At the UF College of Education, the only two undergraduate majors are in Early Childhood Education and Elementary Education. Both of those programs are part of a 5-year program that culminates in a master's degree and teacher certification. In addition to those majors, the college offers several non-teaching undergraduate minors. The minors are experiencing increased enrollments as students are expressing a desire to be engaged with other aspects of education beyond teaching.

The proposed program will build on those minors to serve a diverse group of individuals who do not want to teach but hope to have an influence at the meta level: evolution of education policy; advocacy for the under-served; entrepreneurship utilizing educational technologies; and evaluation of educational programs and projects for quality and equity assurance. The proposed program will meet the need for entry-level highly qualified professionals and those who wish to pursue advanced studies. A recent analysis of job advertisements for positions in instructional design and training, for example, indicated the vast majority of those positions sought individuals with a baccalaureate degree and experience in education and design of instructional materials, a specialization available in the proposed program.

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)

The BAES can be completed in 120 hours.

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.

No lower division courses are required for admission to the proposed program.

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.**

Not applicable.

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.**

Not applicable.

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 BAES will:

- *Promote an increase in access and efficient program completion for students through the use of innovative instructional delivery methods including online and other distance learning methods as well as interdisciplinary curriculum.* (SUS Teaching and Learning Productivity GOAL: Increase Degree Productivity and Program Efficiency; UF Mission: Teaching)
- *Employ initiatives to increase research and commercialization activities that support the development of a culture of entrepreneurship on campus.* (SUS Scholarship, Research, &

Innovation Productivity GOAL: Increase Research Activity and Commercialization Activity; UF Mission: Research)

- *Promote an influx of graduates in the fields of education, government, business settings, and other education-related fields not limited to the classroom environment.* (SUS Productivity GOAL: Increase Levels of Community and Business Engagement)
- *Contribute in increasing the percentage of graduates continuing their education while full-time employed.* (SUS Community & Business Engagement Strategic Priorities for a Knowledge Economy GOAL: Increase Community and Business Workforce; UF Mission: Service)

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.

Students in the proposed program will have access to many UF resources. Three of the resources we expect to be most relevant are the Innovation Academy, Entrepreneurship minor, and UF Online.

The BAES will build on existing strengths at the college level by expanding the engagement of undergraduate students in key areas of educational innovation and research. This engagement will occur through established entities such as the Lastinger Center for Learning (http://lastingercenter.com), a research and development hub in the College of Education that partners with private businesses, governmental agencies, philanthropies, childcare agencies, preK-12 schools, and other learning organizations to create, field-test, and evaluate education innovations. The College of Education also is home to two other centers where students in the proposed program can gain practical experiences through research apprenticeships, internships, and individual study. The Anita Zucker Center for Excellence in Early Childhood Studies (https://ceecs.education.ufl.edu) fosters interdisciplinary teams of scholars and practitioners who focus on policies and practices connected to young children's development and learning from birth to age 5. The Online Learning Institute (https://education.ufl.edu/oli/) is the home for innovative research on learning, education, and training in technology-based environments. In addition, the College of Education boasts several nationally ranked programs that intersect with the proposed program: special education, counselor education, curriculum and instruction, and educational administration and supervision. Perhaps as significant, the College of Education's online programs are nationally recognized by US News and World Report as #1 in the nation for two years running – 2016 and 2017.

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 College of Education began considering options for a non-educator preparation degree approximately 4 years ago as information gathered through student advising indicated a growing interest in educational research and contemporary issues, separate from an interest in K-12 classroom teaching. Faculty also discussed the option of developing a major that would be of interest to students who knew they wanted to pursue a graduate degree in education – particularly in the areas of mental health and school counseling, school psychology, higher education student personnel, educational research & methodology, and educational

technology. Through these initial discussions it was decided that a new college degree/major should be proposed that would enhance current undergraduate offerings, align with key graduate degrees, reflect areas of high interest to students, and most importantly allow students to explore various educational disciplines and experiences. The timeline presented below includes key dates and activities for the development of the new degree/major:

Planning Process

Date	Participants	Planning Activity
07/09/2015 08/05/2015	Dr. Tom Dana Dr. Nancy Waldron Ms. Robin Rossie	Discussed initial list of existing courses, feedback from advising meetings/requests, critical experiences in new major, possible areas of specialization. Reviewed similar degrees in Florida and peer institutions.
08/31/2015	Dr. Tom Dana Dr. Glenn Good Dr. Nancy Waldron Dr. Hazel Jones, FPC Chair FPC faculty representatives	Discussion with College Faculty Policy Council at monthly meeting about initial ideas for new degree/major. Invited faculty to propose possible specialization areas based on existing minors and graduate programs.
09/11/2015 10/02/2015	Dr. Tom Dana Dr. Nancy Waldron Ms. Robin Rossie Ms. Maria Leite	Development of draft degree proposal including General Education requirements, critical tracking courses, core courses, signature experiences, and areas of specialization
11/23/2015	Dr. Tom Dana Dr. Nancy Waldron Ms. Robin Rossie Ms. Maria Leite Dr. Albert Ritzhaupt Dr. Ashley MacSuga-Gage Dr. Erica McCray Dr. Sevan Terzian Dr. David Therriault Dr. Corinne Huggins Manley	Met with faculty group who had proposed areas of specialization for the new degree/major. Shared draft degree proposal and discussed possible curriculum to align with initial rationale for proposal, existing courses, links to existing graduate programs, and proposed specialization areas.
02/02/2016	Dr. Tom Dana Dr. Nancy Waldron Mrs. Robin Rossie Ms. Maria Leite	Based on meeting with faculty and feedback about courses and areas of specialization developed second working draft of new degree/major. Adjustments made to core courses, specialization areas, initial list of courses, and signature experiences.
03/04/2016	Dr. Tom Dana Dr. Nancy Waldron Mrs. Robin Rossie Ms. Maria Leite	Meetings to continue refinement of new degree/major proposal including name/focus of specialization areas, college

		resources needed for implementation, key data to be collected (e.g. data sources, individuals), engagement of faculty in course development.
04/05/2016 05/20/2016	Dr. Tom Dana Evangeline Cummings TJ Summerford	Plan for inclusion of new degree/major and which specializations may be available through UF Online.
06/08/2016	Dr. Tom Dana Dr. Nancy Waldron Mrs. Robin Rossie Ms. Maria Leite	Met to finalize proposed program of study for core courses, courses in general studies and specialization tracks, and the experiential learning component. Final proposal shared with faculty that participated in earlier planning meetings.
8/22-26/2016	Dr. Nancy Waldron Dr. David Miller Dr. David Therriault Dr. Corrine Huggins-Manley Dr. Jean Crockett Dr. Penny Cox Dr. Ester de Jong Dr. Albert Ritzhaupt	Meetings with each school director and key faculty regarding final list of courses, timelines and materials needed for submission of new and revised courses into UF Academic Approval system and COE Curriculum Committee review.
September 2016	Dr. Tom Dana	Informed Associate Provost for Academic Affairs, Associate Provost for Undergraduate Affairs, and Assistant Provost and Director of Institutional Planning and Research, Head of the Education Library.
09/26/2016	Dr. Nancy Waldron Dr. Tom Dana Dr. Joe Gagnon 17 COE faculty & staff	Held an "all college" faculty meeting to review proposal for new degree/major, answer questions and seek feedback. Minor adjustments to course titles, specialization and core courses made as a result.
10/10/2016	Dr. Nancy Waldron Dr. Diana Joyce Beaulieu 10 College Curriculum members	The College Curriculum Committee reviewed and approved the new degree/major and course proposals.

Events Leading to Implementation

Date	Implementation Activity
October 10, 2016	New courses and degree proposal reviewed and approved by COE Curriculum Committee
December 13, 2016	New courses reviewed and approved by UCC for review
February 10, 2017	CAVP discussion of degree proposal; no formal concerns noted
March 21, 2017	Degree proposal to UCC for review and approval
April – May 2017	Submit proposal to UF Faculty Senate for review and approval

September 2017	Submit proposal to UF Board of Trustees for review and approval
November 2017	Submit proposal to Board of Governors for review, approval, and inclusion in degree inventory
Fall 2017 – Spring 2018	Collaborate with Enrollment Management to determine timeline for providing information necessary for recruitment and admissions activities. Disseminate program information to prospective students, high school counselors, FCS counselors, UF advisers of undeclared students, and UF Online
Spring - Summer 2018	Continue outreach and communications to support marketing and information about new degree/major. Work with UF Online to determine online course availability and proposed schedule.
Fall 2018	Enroll students in in new degree/major with options for General Studies, Educational Technology, Disabilities in Society, and Schools, Society & Policy specializations.
Fall 2019	Add final specialization track in Educational Psychology & Research

VII. Program Quality Indicators - Reviews and Accreditation

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

The proposed program does not fall under state program approval nor national accreditation expectations. As a point of information, however, the next national accreditation review for educator preparation programs occurs in Spring 2017 and if approved for a full 7 year period a subsequent review in 2024. The next review by the Florida Department of Education will happen in 2020-2021. No deficiencies or areas for improvement were identified in previous reviews.

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 completing the BAES will be able to (SLOs):

1. Explain foundational ideas and best practices in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies.
2. Apply foundational ideas and best practices to understand problems of practice and generate viable solutions in formal and informal education and training settings.
3. Enact goals for professional growth, ethical practices, and continuous improvement.
4. Communicate effectively in all forms in a professional environment, adapting appropriately for exceptionality and diversity among individuals.

The Academic Learning Compact is located in Appendix C.

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

Students admitted to the university as freshmen, lower division transfers, and upper division transfers meet the admission standards for the program.

Graduation Requirements: To graduate from the proposed program, students must complete all university, college and major requirements and maintain a minimum 2.5 GPA.

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.

This proposed program enables students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective. Students will be able to apply foundational ideas to problems of practice in formal and informal education and training settings as well as evaluate the impact of innovative, viable education solutions.

Core courses serve as an introduction to the many fields of professional practice and research. After completing 3 critical tracking and 5 required core courses, students may develop a general studies curriculum or choose a specialization in one of the following areas:

- Disabilities in Society
- Education Psychology and Research
- Educational Technology
- Schools, Society, and Policy

Other program requirements include a two-semester Critical Issues and Research in Education colloquium series that students will complete when taking core courses and deciding on a specialization area. A signature feature of the proposed program will be an experiential learning opportunity where students can learn through a mentored practical experience in one or more of four approaches: research, internship, service learning, and study abroad. A Senior Seminar is the capstone of the program where students will interact and receive a program performance evaluation based on results of experiential project.

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

Semester 2

- Complete 1 of 3 critical-tracking courses
- 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical-tracking courses
- 2.5 UF GPA required

Semester 4
- Complete 3 of 4 critical-tracking courses
- 2.5 UF GPA required

Semester 5
Complete 1 core course: choose from Education/Social Foundations, Educational Psychology, Exceptionalities, Data and Assessment, or Technology
- 2.5 UF GPA required

Critical Tracking Courses – 3 courses total
- Foundations: EDF 1005 Introduction to Education
- Technology: EME 2040 Introduction to Educational Technology
- Diversity: EDF 2085 (GE-S,D) Teaching Diverse Populations
- *(Statistics: STA 2023 Statistics (State Core GE-M) is recommended)*

Core Course List – 5 courses total
- Education/Social Foundations: EDF 3604 Social Foundations of Education (GE-S)
- Educational Psychology: EDF 3210 Educational Psychology (GE-S)
- Exceptionalities: EEX 2000 Impact of Disabilities (GE-S,D)
- Data and Assessment: EDF 4430 Measurement and Evaluation in Education
- Technology: EME 3813 Technology-Enhanced Learning Environments

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

Recommended Semester Plan

Semester 1	Credits
Mathematics (STA 2023 Intro to Statistics recommended) (State Core GE-M)	**3**
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Social and Behavioral Sciences (State Core GE-S)	3
Total	15
Semester 2	**Credits**
Critical Tracking Course: EDF 1005	**3**
Biological or Physical Science (GE-B or P)	3
Composition (GE-C) (WR-6)	3
Humanities (State Core GE-H)	3
Mathematics (MGF or MAC courses only; GE-M)	3
Total	15
Semester 3	**Credits**
Critical Tracking Course: EDF 2085 (GE-S,D)	**3**

General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 4	**Credits**
Critical Tracking Course: EME 2040	**3**
General Education Course (GE-B; GE-H; GEP; GE-S*) (*can be met with core course)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 5	**Credits**
Core Course	3
Core Course	3
Core Course	3
Critical Issues & Research in Education Colloquium	1
Elective	3
Elective	3
Total	16
Semester 6	**Credits**
Core Course	3
General Studies or Specialization Course	3
General Studies or Specialization Course	3
Elective	3
Elective	3
Total	15
Summer	**Credits**
Experiential Learning	3
Semester 7	**Credits**
Core Course	3
General Studies or Specialization Course	3
General Studies or Specialization Course	3
Senior Seminar	1
Elective	3
Total	13
Semester 8	**Credits**
General Studies or Specialization Course	3
Senior Seminar	1
Elective	3
Elective	3
Elective	3
Total	13

Choice of a Specialization or General Studies – minimum of 15 credits

Disabilities in Society Specialization

EEX 3093 Exceptional People in School and Society
EEX 3097 Social Perspectives on Disability
EEX 4280 Disability and Community Involvement and Employment
EEX 4520 Disability: Legal Aspects & Policy
EEX 4XXX Seminar on Disability

Educational Psychology & Research Specialization

EDF 3110 Human Growth & Development
EDF 4140 Cognition in Education
EDF 3XXX Educational Research Design
EDF 4470 Survey Research Methods in Education
EDF 4440 Program Evaluation in Educational Settings

Educational Technology Specialization

EME 3044 Issues and Trends in Educational Technology
EME 4673 Introduction to Instructional Design
EME 3319 Design and Development of Educational Multimedia
EME 4320 Instructional Development in Teaching and Learning
EME 4010 Distance Education Research and Practice

Schools, Society and Policy Specialization

EDF 3514 History of Education in the US
EDF 3609 Sociological and Historical Foundations of Education
EDF 3083 International and Comparative Education
EDF 3XXX Introduction to Education Policy
EDF 4XXX Schools on Screen: American Education in Popular Media

General Studies (in addition to Core Courses; planned program required)

3000-4999 courses from defined specializations
3000-4999 special topics
3000-4999 non-ED courses with approval
3000-4999 selected ED courses from ProTeach with approval

Additional Course Options:
EDF 3132 The Young Adolescent
EDF 3135 The Adolescent
EDF 3122 The Young Child
EEX 3012 Introduction to Special Education
EME 4406 Integrating Technology in the Secondary Curriculum
SDS 4410 Interpersonal Communication Skills

Critical Issues & Research in Education (EDG 4930 - 1 credit; S/U)
A colloquium series that explores current education issues and research. Guest lectures from

faculty.

Senior Seminar (EDG 4930 - 2 semesters x 1 credit each; S/U)
Seniors present findings/summary of experiential learning.

Experiential Learning (EDG 4910 or EDG 4905 - choose one)
Research, Internship, Service Learning, Study Abroad

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

EDF3XXX Introduction to Education Policy
This course is an introduction to education policy and analysis that will explore: the history and purpose of education policy, key federal and state policies impacting K12 and higher education, theoretical and conceptual approaches to policy analysis.

EDF4470 Survey Research Methods in Education
This course provides an overview of the theory and application of survey research methods, with special emphasis on conducting survey research in educational settings. The full process of survey research is presented, including design, implementation, analysis, and data management.

EDF4440 Program Evaluation in Educational Settings
This course provides an overview to the skills and methods required to assess the effectiveness and impact of educational programs and institutions. Program evaluation in the broader setting of the social sciences is first presented, followed by evaluation readings and activities tailored specifically to educational settings.

EDF3XXX Educational Research Design
This course addresses the basic tenets of educational research design, including quantitative, qualitative, and mixed-method approaches to investigating educational phenomena. Students will learn the information needed to understand the educational research process.

EDF4140 Cognition in Education
This course examines cognitive science that explains learning in educational contexts. Specifically, the course reviews memory, attention, thinking, and problem solving (all in classroom or applied settings).

EDF4XXX Schools on Screen: American Education in Popular Media
This course explores how the movies and television have portrayed educators and students over time. It also investigates the ways in which those representations have helped to shape popular impressions of American schooling.

EDF3083 International and Comparative Education
This course examines the political, economic, and cultural contexts of schooling in various parts of the world. It introduces theoretical perspectives and comparative methods for interpreting the significance of educational policies and practices in light of globalization.

EEX4XXX Seminar on Disability
Designed for students to identify and analyze current disability issues and literature on the integration of individuals with disabilities in the workplace, post-secondary education, community and adult life. Students will complete a culminating activity investigating a disability topic or applying disability-related knowledge to their academic discipline or anticipated professional practice.

EME3044 Issues and Trends in Educational Technology
An introduction to the field of Educational Technology and its history and allows an exploration of current topics and trends in educational technology research and application.

EME4673 Introduction to Instructional Design
Introduction to the processes, methods and techniques involved with systematic design on instruction. Topics include needs assessment, goal analysis, learner and context analysis, performance objectives, assessment instruments, instructional strategies, development procedures, formative and summative evaluation.

EME3319 Design and Development of Educational Multimedia
This course introduces students to the principles, methods, and tools for the design and development of multimedia applications including incorporation of sound, animation, still images, video and other media in educational technology.

EME3813 Technology-Enhanced Learning Environments
This course will provide an analysis of how people learn in technology-enhanced environments, outline how the design of technology-enhanced systems can support or undermine learning, and consider critical issues for instructors,
designers and learners in the digital age.

EME4010 Distance Education Research and Practice
This course examines the concepts, technologies, and issues related to the analysis, design, development, implementation, policy-making, and evaluation of distance education courses and programs. Students will create an online module based on design principles and quality guidelines.

EME4320 Instructional Development for Teaching and Learning
The design and development of instructional materials using emerging technologies. Topics include programming, authoring packages, design
principles, and development procedures. Development will include web-based and mobile-based authoring and programming activities.

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.

Graduates of the educational technology track will be qualified to seek positions as Instructional Designers. While no common industry-driven competencies exist, the field

generally recognizes standards from the associations such as the Association of Educational Communications and Technology, International Society for Performance Improvement, and American Society for Training and Development.

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.**

There is no plan to seek accreditation from specialized accreditation agencies for this major as none is available. In addition, the proposed program is not an educator certification program, which does not require Florida Department of Education approval for teacher preparation. Further, the proposed program does not fall under the accreditation standards of the Council for the Accreditation of Educator Preparation, a group that has accredited the College of Education since 1954.

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 proposed program will be delivered on main campus and via distance learning. All core courses and the following tracks will be available on main campus: General Studies; Disabilities in Society; Educational Psychology and Research; Educational Technology; and, Schools, Society & Policy. At launch, all core courses and the following tracks will be offered through UF Online: General Studies; Disabilities in Society; Educational Technology; and, Schools, Society & Policy.

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

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.**

Projected costs for the program are salaries for faculty, salaries for advisors/support staff, salary for Other Personnel Services, and expenses for program coordination. The funding source is reallocated E & G funds.

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 Faculty CV

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 College of Education founded in 1906, is the highest rated education college in both Florida and among public institutions in the Southeast, and is ranked 20th nationally among public education colleges in the 2016 U.S. News & World Report survey of America's Best Graduate Schools. USA Today recently rated UF a Top 10 education college. U.S. News also rated the College's overall Online Graduate Education Programs No. 1 nationally two years in a row (2016, 2017). Four of the College's academic programs occupy Top 20 spots nationally: Special Education (5th), Counselor Education (6th), Curriculum and Instruction (17th) and Elementary Teacher Education (19th). The college has 95 full-time faculty members with distinguished records in teaching, research and service.

Cutting-edge interdisciplinary research and public scholarship—often conducted in partnership with other UF colleges, school districts, communities, and private education providers across the state—are yielding powerful learning systems and models that are helping to transform education in today's changing world, starting with our youngest learners. The college is involved in three designated priority research areas in UF's state-funded Preeminence initiative: informatics and data analytics, online learning, and optimizing early childhood interventions. Faculty researchers last year held more than $97 million in grants and contracts supporting studies and projects addressing education's most critical issues.

Teaching is just one of several areas of study from which UF undergraduate and graduate students can choose. Nearly 1,500 education students are enrolled on campus in baccalaureate and advanced degree programs and concentration areas. Two programs are available to undergraduate students. The undergraduate programs in early childhood education and in elementary education are coupled with master's degrees in the same areas to form state-approved educator preparation leading to teacher certification. Graduate programs and specialties are available in 26 areas, including K-12 Curriculum and Instruction, Counseling and Counselor Education, Early Childhood Education, Elementary Education, Educational Leadership, Educational Technology, English Education, Higher Education Administration, Mathematics Education, Research and Evaluation Methods, School Psychology, Science Education, Social Studies Education, Special Education, and Student Personnel in Higher Education. The college's educator preparation programs have been continuously accredited by the National Council for the Accreditation of Teacher Education (NCATE) (now Council for the Accreditation of Teacher Preparation – CAEP) since 1954. Enrollment in the college's nationally ranked online programs tops 1,750 students from around the world.

To sustain the college's innovative edge deep into the 21st century, heightened emphasis on emerging technologies, education innovations, and interdisciplinary research will effectively prepare tomorrow's leaders in all disciplines that support learning, development, and teaching. In its 100th year, the college embraces almost 30,000 "EduGator" alumni located throughout the world.

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.**

Rachael Elrod, Director of the UF Education Library, was consulted in this preparation of this proposal. She reports holdings include more than 145,000 books in the Education Library and approximately 600 print and electronic journal subscriptions related to Education. In addition, there are over 28,000 books on the subject of Education in the University's off-campus storage facility that are available to students.

Major journals available to students include:

American Educational Research Journal
Assessment in Education: Principles, Policy & Practice
Computers & Education
Distance Education
Educational Evaluation and Policy Analysis
Educational Policy
Educational Research Review
Educational Researcher
Electronic Journal of e-Learning
European Journal of Open, Distance and E-learning
International Journal of e-Education, e-Business, e-Management and e-Learning
Journal of Education Policy
Journal of the Learning Sciences
Journal of Learning Disabilities
Learning Disability Quarterly
Learning and Individual Differences
Learning and Instruction
Metacognition and Learning
Remedial and Special Education
Review of Educational Research

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.**

Library resources are currently adequate to implement and sustain the program through Year 5.

No additional library resources are expected to be needed other than typical annual acquisitions and subscription renewals.

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.

Norman Hall provides office, classroom, and laboratory space for the College of Education. The proposed program will share classrooms and teaching laboratory spaces already in use. Those spaces include a computer lab, instructional design studio, and research consulting. The existing student advising office contains sufficient space to support additional advising and experiential support staff.

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.

The rehabilitation and improvement of Norman Hall is a top priority for the University of Florida. The facilities improvement project was funded in FY17 and planning commenced in late fall 2016. The renovated and improved facility is expected to be available for teaching, research, and outreach by fall 2019. Classroom and teaching laboratory renovations that will benefit students in the proposed program are included in the rehabilitation plans. Also, since several tracks of the proposed program will be offered online, the e-learning group may need an additional office for student and faculty 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.

While new construction is not required for the proposed program, the response to D above indicates significant new funds are being used for renovations that will improve and modernize the instructional and advising facilities required by the proposed program.

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

The College houses specialized equipment that will support the educational technology track, including a computer lab, instructional design suite, video production studio and stations. Students in research courses and experiences will have access to research programs in GatorApps.

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.

No additional specialized equipment needed.

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.**

No additional special resources needed.

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.**

College of Education scholarships available to students currently exceeds $300,000 annually. Students in the proposed major will be eligible to apply. The College's Office of Development is aware of the new program and is developing proposals for scholarships that might be offered to prospective funders. For example, a donor is interested in supporting students seeking a career track as "Chief Learning Officer" in the business sector. Graduates from the proposed program would be on track for such a position with experience first as a coach and additional training in management. Also, we are targeting fundraising for parts of the program that, if chosen, could be an additional expense for students, such as study abroad. In addition, professional organizations related to the field often support undergraduate activities. For example, students in the proposed major would be eligible to apply for the AERA Undergraduate Student Education Research Training Workshop held in conjunction with the annual meeting of the American Educational Research Association. The workshop, led by junior and senior scholars, gives awardees an overview of how education research is designed across field and how research is applied to education policy and practice. Senior researchers and faculty from both academic institutions and applied research organizations (i.e., The American Institutes for Research, Educational Testing Service, the College Board, and the Urban Institute) will introduce education research as a field and share their area of expertise and knowledge with the fellows. The award typically covers conference and workshop registration and two nights of lodging.

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.**

An experiential learning component is proposed as part of the program. Students will select from experiences in mentored research, service learning, study abroad, or internships. Although many sites exist in formal school settings for internships in approved educator preparation programs, the proposed new major will need to leverage existing relationships with schools to secure non-classroom based placements that might be suitable for the major, such as a district research/evaluation office or a personnel training office. Advisors for the proposed major will serve as liaisons with various offices on campus, such as the UF International Center, to be sure appropriate opportunities are brought to the attention of students.

APPENDIX A

TABLE 1-A
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**	20	15	30	22.5	15	11.25	5	3.75	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	30	22.5	60	45	70	52.5	90	67.5	100	75
Florida College System transfers to the upper level***	15	11.25	45	33.75	70	52.5	90	67.5	100	75
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***	5	3.75	10	7.5	15	11.25	25	18.75	30	22.5
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	**70**	**52.5**	**145**	**108.75**	**170**	**127.5**	**210**	**157.5**	**230**	**172.5**

* 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 Funding Source								Year 5 Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	Subtotal coulumns 1+...+7	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	Subtotal coulumns 9+...+ 14
Columns	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Faculty Salaries and Benefits	193,375	0	0	0	0	0	0	$193,375	422,381	0	0	0	0	0	$422,381
A & P Salaries and Benefits	25,000	0	0	0	0	0	0	$25,000	28,750	0	0	0	0	0	$28,750
USPS Salaries and Benefits	0	0	0	0	0	0	0	$0	0	0	0	0	0	0	$0
Other Personal Services	25,000	0	0	0	0	0	0	$25,000	28,750	0	0	0	0	0	$28,750
Assistantships & Fellowships	0	0	0	0	0	0	0	$0	0	0	0	0	20,000	0	$20,000
Library	0	0	0	0	0	0	0	$0	0	0	0	0	0	0	$0
Expenses	5,000	0	0	0	0	0	0	$5,000	5,650	0	0	0	25,000	0	$30,650
Operating Capital Outlay	0	0	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	0	$0
Total Costs	$248,375	$0	$0	$0	$0	$0	$0	$248,375	$485,531	$0	$0	$0	$45,000	$0	$530,531

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	1.69	3.56
A & P (FTE)	0.5	0.5
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	$248,375	$485,531
Annual Student FTE	52.5	172.5
E&G Cost per FTE	$4,731	$2,815

Table 2 Column Explanations

Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 3 – Anticipated reallocation of E&G funds and indicate their source.

Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.
Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.
Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support of the program.
Enterprise Auxiliary Funds	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal coulumns 1+...+7	8	Subtotal of values included in columns 1 through 7.
Continuing Base** (E&G)	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment Growth (E&G)	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants (C&G)	12	See explanation provided for column 5.
Philanthropy Endowments	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal coulumns 9+...+ 14	15	Subtotal of values included in columns 9 through 14.

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
18010000-101	4,715,544	55,000	**$4,660,544**
18050000-101	4,715,544	55,250	**$4,660,294**
18080000-101	3,136,317	55,250	**$3,081,067**
18070000-101	3,226,795	82,875	**$3,143,920**
	0	0	**$0**
			$0
Totals	$15,794,200	$248,375	**$15,545,825**

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

APPENDIX A

TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Ashley MacSuga-Gage, Ph.D. Special Education	Prof.	NTT	Fall 2018	12	1.00	0.25	0.25	12	1.00	0.25	0.25
A	Albert Ritzhaupt, PhD Educational Technology	Assoc Prof	TT	Fall 2018	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Sevan Terzian, PhD Policy	Professor	TT	Fall 2018	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Erica McCray Special Education	Assoc Prof	TT	Spring 2019	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	David Therriault Educational Psychology	Assoc Prof	TT	Fall 2019	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Corinne Higgins Manley, PhD Measurement	Assoc Prof	TT	Fall 2019	9	0.75	0.25	0.19	9	0.75	0.25	0.19
A	Penny Cox, PhD Special Education	Prof	NTT	Fall 2018	9	1.00	0.50	0.50	9	0.75	0.50	0.38
B	New Hire, Terminal Educational Policy	Prof	NTT	Fall 2020	0	0.00	0.00	0.00	12	1.00	1.00	1.00
B	New Hire, Terminal Ed Tech/Entrepreneurialship	Prof	NTT	Fall 2020	0	0.00	0.00	0.00	12	1.00	1.00	1.00
	Total Person-Years (PY)							**1.69**				**3.56**

Faculty Code		Source of Funding	PY Workload by Budget Classsification Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.69	1.56
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	2.00
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**	**1.69**	**Year 5** **3.56**

Worksheet Table 4 Faculty

791199

APPENDIX B

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

Signature of Equal Opportunity Officer — Date: 3/16/17

Signature of Library Director — Date: 3/15/2017

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

ACADEMIC LEARNING COMPACT: EDUCATION SCIENCES

The Education Sciences program enables students to interpret foundational ideas in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies from a multidisciplinary perspective. Students will be able to apply foundational ideas to problems of practice in formal and informal education and training settings as well as evaluate the impact of innovative, viable education solutions.

Before Graduating You Must:

- Pass a cumulative exam or term paper in the culminating upper division course in your area of specialization.
- Achieve a minimum grade of C in the Senior Seminar.
- Successfully complete a written and oral report of findings or summary of a research, internship, service learning, or study abroad learning experience in the Senior Seminar.
- Complete the requirements for the baccalaureate degree, as determined by faculty

Students in the Major Will Learn to (SLOs):

1. Explain foundational ideas and best practices in educational practices and policies, educational psychology, human exceptionalities, educational statistics and measurement, and educational technologies.
2. Apply foundational ideas and best practices to problems of practice to generate viable solutions in formal and informal education and training settings.
3. Analyze knowledge and skill gained during the program in relationship to professional goals, ethical practices, and future direction.
4. Communicate effectively in all forms in a professional environment, adapting appropriately for exceptionality and diversity among individuals.

Curriculum Map

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

Courses	SLO 1	SLO 2	SLO 3	SLO 4
	Content	Content	Critical Thinking	Communication
EDF 3604 Social Foundations of Education	I	I		I
EDF 3210 Educational Psychology	I	I		I
EEX 2000 Impact of Disabilities in Schools and Society	I	I		I
EDF 4430 Measurement and Evaluation in Education	I	I		I

EME 3813 Technology-Enhanced Learning Environments	I	I		I
EEX 4XXX Seminar on Disability	R	R	I	R
EDF 4440 Program Evaluation in Educational Settings	R	R	I	R
EME 4010 Distance Education Research and Practice	R	R	I	R
EDF 3609 Sociological and Historical Foundations of Education	R	R	I	R
EDG 4930 Critical Issues & Research in Education	R			
EDG 4910 Experiential Learning	R	R	R	A
EDG 4930 Senior Seminar	A	A	A	A

ASSESSMENT TYPES:

Course assignments, exams, research papers, oral presentations, and capstone project.

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Office of the Director, UF Online

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http://ufonline.ufl.edu

October 31, 2016

Dr. Tom Dana
Professor & Associate Dean for Academic Affairs
College of Education | University of Florida
PO Box 117040 | 140 Norman Hall | Gainesville, FL 32611

Dr. Dana:

Thank you for reaching out to engage on the College of Education's plans to offer a new undergraduate major and Bachelor of Arts degree in Education Sciences. It is clear that a greater number of graduates in the area of education are needed across the state of Florida, and this program will contribute positively to the needs of students.

I support this new degree program, minor, and possible certificate offering as future programs made available to students through UF Online so that UF may continue to serve students in a more versatile online format in addition to serving the needs of UF's residential students, on campus. I also support the inclusion of this field of study as a specialization in UF Online as part of our Business Administration Bachelor of Arts programs when practicable.

UF Online looks forward to working with you to plan for the appropriate timing and cost of all course development needs within the constraints of our mutual resources and staffing availability. Secondly, UF Online looks forward to working with you and your colleagues to ensure this program is developed in an online format that meets quality and delivery standards as a premier online academic offering from the University of Florida. As such UF Online reserves the right to review all courses before offered to students to ensure conformance with these standards.

Sincerely,

Evangeline J. Tsibris Cummings
Assistant Provost and Director of UF Online

UF UNIVERSITY of FLORIDA

College of Education
EduGator Central

G-416 Norman Hall
PO Box 117042
Gainesville, FL 32611-7042
352-273-4376 Tel
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November 18, 2016

TO: University Curriculum Committee

FROM: Nancy Waldron
Associate Dean, College of Education

RE: New degree request - BA in Education Sciences

This request is to propose a new undergraduate degree/major in the College of Education, the *Bachelor of Arts in Education Sciences*. The proposed degree will focus on instruction and learning in traditional and non-traditional educational, government, and business environments. The new degree/major will be 120 credit hours, and will offer students the opportunity to complete a general studies curriculum or a selected area of specialization.

The College of Education presently offers a Bachelors of Arts in Education (BAE) degree that includes two majors, Unified-Elementary/Special Education and Unified - Early Childhood. Both are teacher preparation programs that are designed as 5 year Bachelor's/Master's programs leading to professional educator certification by the Florida Department of Education. The college also offers the following undergraduate minors: Disabilities in Society, Educational Studies, Florida Teaching Minor, and UF Teach-Mathematics and Science.

The new degree/major is designed to provide a degree option for students who are interested in leading innovations in schools and education, informing policy, optimizing e-learning, advocating for accessibility and equity, and supporting the mission of institutions of learning. This major does not lead to teacher certification. Based on information gathered through undergraduate academic advisement and discussions with new graduate students in the college, it is our experience that undergraduates are seeking majors aligned with impacting and improving educational institutions and also developing/maximizing traditional and non-traditional learning environments in various educational and business settings. Others are seeking a degree as a pathway to graduate studies related to education, teaching, and learning. Common areas of graduate study are: Educational Policy and Leadership, Educational Psychology, Educational Technology, Learning Sciences, Mental Health and School Counseling, School Psychology, Research And Evaluation Methodology and Student Affairs in Higher Education.

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There are a range of career options for graduates of an Education Sciences degree including: educational program coordinator for museums, after-school programs, and tutoring services; academic counselor/advisor in higher education; college/university admissions staff; entrepreneurship in charter and private schools; curriculum developer and e-learning specialist for public and private entities; education assessment/researcher/analyst for government and non-profit organizations.

The BA in Education Sciences is designed to engage students in a number of disciplinary areas, research and theoretical foundations related to teaching, learning, and education. The major allows students to either pursue a General Studies curriculum or a defined specialization area. The curriculum plan (see attached catalog copy) for the major includes:

- 3 critical tracking courses to be completed in the freshmen/sophomore years
- 5 core courses completed in the sophomore/junior year
- 5 general studies or specialization courses in the junior/senior year. Defined specializations include: Disabilities in Society, Educational Psychology & Research, Educational Technology, and Schools, Society & Policy
- Experiential learning in the junior/senior year to include study abroad, internship, service learning, or research experience
- A Critical Issues and Research colloquium series that will include faculty presentations and be completed when taking core courses for the major
- A Senior Seminar that will include a capstone project and presentation

The new degree/major will begin in Fall 2018, and it will be offered on-campus and through UF Online.

Education Sciences

The Education Sciences major promotes an understanding of education and learning systems, policy, and outcomes in traditional and non-traditional contexts. This degree prepares individuals for a variety of career paths and for graduate school.

About this Major

- **College:** Education
- **Degree:** Bachelor of Arts
- **Credits for Degree:** 120
- **Specializations:**
  - Disabilities in Society; Educational Psychology and Research; Educational Technology; General Studies; Schools, Society and Policy
- Academic Learning Compact
- Additional Information

To graduate with this major, students must complete all university, college, and major requirements and maintain a minimum 2.5 GPA.

Overview

This major is not a teacher or educator preparation program, rather an exploration of the educational and psychological foundations, research and policy as applied to instruction, learning, and professional development in school and community settings. Core courses serve as an introduction to the many fields of professional practice and research. Students may develop a General Studies curriculum or may choose a specialization in Disabilities in Society, Educational Psychology and Research, Educational Technology, or Schools, Society and Policy.

Graduates of the major would be prepared for a career in a government,

non-profit, or education setting and for graduate studies. It would be appropriate for students interested in leading discussions about schools and education, informing policy, optimizing e-learning, advocating for accessibility, and supporting the mission of institutions of learning.

Coursework for the Major

Students must complete 30 credits of coursework for the education sciences major to include a 15-credit core and a 15-credit specialization. The specialization must be declared no later than semester 6. Each specialization's coursework requirements are specified after the Critical Tracking section. Students must earn a minimum grade of C in a course for it to be applied to the major. A minimum 15 credits of major-related courses must be completed at the University of Florida.

All education sciences majors are required to attend colloquia, contribute to seminars, and participate in experiential learning.

Critical Tracking Courses – 3 courses total

- EDF 1005 Introduction to Education
- EDF 2085 (GE-S,D) Teaching Diverse Populations
- EME 2040 Introduction to Educational Technology

Core Courses – 5 courses total

- EDF 3210 Educational Psychology (GE-S)
- EDF 3604 Social Foundations of Education (GE-S)
- EDF 4430 Measurement and Evaluation in Education
- EEX 2000 Impact of Disabilities (GE-S,D)
- EME 3813 Technology-Enhanced Learning Environments

Specializations

- **Disabilities in Society**
  Advocating for accessibility and inclusion

- **Educational Psychology and Research**
  Research methods for understanding cognitive development and learning theory
- **Educational Technology**
  Preparing for a career in instructional design and e-learning
- **General Studies**
  Engaging in interdisciplinary and cross-disciplinary studies
- **Schools, Society and Policy**
  Searching for solutions to enduring problems in education

Critical Issues & Research in Education (EDG 4930 - 1 credit; S/U)
A colloquium series that explores current education issues and research. Guest lectures from faculty.

Senior Seminar (EDG 4930 - 2 semesters x 1 credit each; S/U)
Seniors present findings/summary of experiential learning.

Experiential Learning (EDG 4910 or EDG 4905 - choose one)
Research, Internship, Service Learning, Study Abroad

Disabilities in Society

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

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

Semester 2

- Complete 1 of 3 critical tracking courses (choose from EDF1005, EDF2085, or EME2040)
- 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 4

- Complete 3 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 5

- Complete 1 core course (choose from EDF3210, EDF3604, EDF4430, EEX2000, or EME3813)
- 2.5 UF GPA required

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Model Semester Plan

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

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). One of the two general education mathematics courses must be a pure math course. A course in statistics is recommended for this major but not required.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Mathematics (STA 2023 Intro to Statistics recommended) (State	3

Core GE-M)	
Social and Behavioral Sciences (State Core GE-S)	3
Total	15
Semester 2	**Credits**
EDF 1005 Introduction to Education	**3**
Biological or Physical Science (GE-B or P)	3
Composition (GE-C) (WR-6)	3
Humanities (State Core GE-H)	3
Mathematics (GE-M)	3
Total	15
Semester 3	**Credits**
EDF 2085 Teaching Diverse Populations (GE-S,D)	**3**
General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 4	**Credits**
EME 2040 Introduction to Educational Technology	**3**
EEX2000 Impact of Disabilities (GE-S,D)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 5	**Credits**
EDF3604 Social Foundations of Education (GE-S)	3
EDG4930 Critical Issues & Research in Education Colloquium	1

EEX3093 Exceptional People in School and Society (GE-S,D)	3
Elective	3
Elective	3
Elective	3
Total	16

Semester 6	Credits
EEX3097 Social Perspectives on Disability	3
EEX4520 Disability: Legal Aspects and Policy	3
EME3813 Technology-Enhanced Learning Environments	3
Experiential Learning	3
Elective	3
Total	15

Semester 7	Credits
EDF3210 Educational Psychology (GE-S)	3
EDG4930 Senior Seminar	1
EEX4280 Disabilities in Community and Employment	3
EEX4XXX Seminar on Disability	3
Elective	3
Elective	3
Total	16

Semester 8	Credits
EDF4430 Measurement and Evaluation in Education	3
EDG4930 Senior Seminar	1
EEX4280 Disabilities in Community and Employment	3
Elective	3
Elective	3
Total	13

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Educational Psychology and Research

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

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

Semester 2

- Complete 1 of 3 critical tracking courses (choose from EDF1005, EDF2085, and EME2040)
- 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 4

- Complete 3 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 5

- Complete 1 core course (choose from EDF3210, EDF3604, EDF4430, EEX2000, and EME3813)
- 2.5 UF GPA required

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Model Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold.
Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-

N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). One of the two general education mathematics courses must be a pure math course. A course in statistics is recommended for this major but not required.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Mathematics (STA 2023 Intro to Statistics recommended) (State Core GE-M)	3
Social and Behavioral Sciences (State Core GE-S)	3
Total	15
Semester 2	**Credits**
EDF 1005 Introduction to Education	**3**
Biological or Physical Science (GE-B or P)	3
Composition (GE-C) (WR-6)	3
Humanities (State Core GE-H)	3
Mathematics (GE-M)	3
Total	15
Semester 3	**Credits**
EDF 2085 Teaching Diverse Populations (GE-S,D)	**3**
General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15

Semester 4	Credits
EME 2040 Introduction to Educational Technology	**3**
EDF3110 Human Growth and Development (GE-S)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 5	**Credits**
EDF3210 Educational Psychology (GE-S)	3
EEX2000 Impact of Disabilities (GE-S,D)	3
Critical Issues & Research in Education Colloquium	1
Elective	3
Elective	3
Elective	3
Total	16
Semester 6	**Credits**
EDF4140 Cognition in Education	3
EDF4430 Measurement and Evaluation in Education	3
EDF4XXX Educational Research Design	3
Experiential Learning	3
Elective	3
Total	15
Semester 7	**Credits**
EDF3604 Social Foundations of Education (GE-S)	3
EDF4440 Program Evaluation in Educational Settings	3
Senior Seminar	1
Elective	3
Elective	3

Elective	3
Total	16

Semester 8	Credits
EDF4470 Survey Research Methods in Education	3
EME3813 Technology-Enhanced Learning Environments	3
Senior Seminar	1
Elective	3
Elective	3
Total	13

Educational Technology

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

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

Semester 2

- Complete 1 of 3 critical tracking courses (choose from EDF1005, EDF2085, and EME2040)
- 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 4

- Complete 3 of 3 critical tracking courses

- 2.5 UF GPA required

Semester 5

- Complete 1 core course (choose from EDF3210, EDF3604, EDF4430, EEX2000, and EME3813)
- 2.5 UF GPA required

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Model Semester Plan

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

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). One of the two general education mathematics courses must be a pure math course. A course in statistics is recommended for this major but not required.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Mathematics (STA 2023 Intro to Statistics recommended) (State Core GE-M)	3
Social and Behavioral Sciences (State Core GE-S)	3
Total	15

Semester 2	Credits
EDF 1005 Introduction to Education	**3**
Biological or Physical Science (GE-B or P)	3
Composition (GE-C) (WR-6)	3

Humanities (State Core GE-H)	3
Mathematics (GE-M)	3
Total	15

Semester 3	Credits
EME 2040 Introduction to Educational Technology	**3**
General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15

Semester 4	Credits
EDF 2085 Teaching Diverse Populations (GE-S,D)	**3**
EME3813 Technology-Enhanced Learning Environments	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15

Semester 5	Credits
EEX2000 Impact of Disabilities (GE-S,D)	3
EME3319 Design and Development of Educational Multimedia	3
Critical Issues & Research in Education Colloquium	1
Elective	3
Elective	3
Elective	3

Total	16

Semester 6	Credits
EDF3210 Educational Psychology (GE-S)	3
EME4673 Introduction to Instructional Design	3
General Studies or Specialization Course	3
Experiential Learning	3
Elective	3
Total	15

Semester 7	Credits
EDF3604 Social Foundations of Education (GE-S)	3
EME4010 Distance Education Research and Practice	3
Senior Seminar	1
Elective	3
Elective	3
Elective	3
Total	16

Semester 8	Credits
EDF4430 Measurement and Evaluation in Education	3
EME4320 Instructional Development for Teaching and Learning	3
Senior Seminar	1
Elective	3
Elective	3
Total	13

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General Studies

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

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

Semester 2

- Complete 1 of 3 critical tracking courses (choose from EDF1005, EDF2085, and EME2040)
- 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 4

- Complete 3 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 5

- Complete 1 core course (choose from EDF3210, EDF3604, EDF4430, EEX2000, and EME3813)
- 2.5 UF GPA required

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Model Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold.
Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement

(typically, GE-C, H or S). One of the two general education mathematics courses must be a pure math course. A course in statistics is recommended for this major but not required.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Mathematics (STA 2023 Intro to Statistics recommended) (State Core GE-M)	3
Social and Behavioral Sciences (State Core GE-S)	3
Total	15
Semester 2	**Credits**
EDF 1005 Introduction to Education	**3**
Biological or Physical Science (GE-B or P)	3
Composition (GE-C) (WR-6)	3
Humanities (State Core GE-H)	3
Mathematics (GE-M)	3
Total	15
Semester 3	**Credits**
EDF 2085 Teaching Diverse Populations (GE-S,D)	**3**
General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 4	**Credits**

EME 2040 Introduction to Educational Technology	**3**
EEX2000 Impact of Disabilities (GE-S,D)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 5	**Credits**
EDF3604 Social Foundations of Education (GE-S)	3
3000-4000 Level Education Course	3
Critical Issues & Research in Education Colloquium	1
Elective	3
Elective	3
Elective	3
Total	16
Semester 6	**Credits**
EDF3210 Educational Psychology (GE-S)	3
3000-4000 Level Education Course	3
3000-4000 Level Education Course	3
Experiential Learning	3
Elective	3
Total	15
Semester 7	**Credits**
EDF4430 Measurement and Evaluation in Education	3
3000-4000 Level Education Course	3
Senior Seminar	1
Elective	3
Elective	3

Elective	3
Total	16

Semester 8	Credits
EME3813 Technology-Enhanced Learning Environments	3
3000-4000 Level Education Course	3
Senior Seminar	1
Elective	3
Elective	3
Total	13

Schools, Society and Policy

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

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

Semester 2

- Complete 1 of 3 critical tracking courses (choose from EDF1005, EDF2085, and EME2040)
- 2.3 UF GPA required

Semester 3

- Complete 2 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 4

- Complete 3 of 3 critical tracking courses
- 2.5 UF GPA required

Semester 5

- Complete 1 core course (choose from EDF3210, EDF3604, EDF4430, EEX2000, and EME3813)
- 2.5 UF GPA required

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Model Semester Plan

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

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). One of the two general education mathematics courses must be a pure math course. A course in statistics is recommended for this major but not required.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
IUF 1000 What is the Good Life (GE-H)	3
Biological or Physical Science (State Core GE-B or P)	3
Composition (State Core GE-C) (WR-6)	3
Mathematics (STA 2023 Intro to Statistics recommended) (State Core GE-M)	3
Social and Behavioral Sciences (State Core GE-S)	3
Total	15
Semester 2	**Credits**
EDF 1005 Introduction to Education	**3**
Biological or Physical Science (GE-B or P)	3

Composition (GE-C) (WR-6)	3
Humanities (State Core GE-H)	3
Mathematics (GE-M)	3
Total	15
Semester 3	**Credits**
EDF 2085 Teaching Diverse Populations (GE-S,D)	**3**
General Education Course with International Content (GE-B,N; GE-H,N; GE-P,N; GE-S,N)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 4	**Credits**
EME 2040 Introduction to Educational Technology	**3**
EDF3604 Social Foundations of Education (GE-S)	3
Elective with Writing content (WR-6)	3
Elective	3
Elective	3
Total	15
Semester 5	**Credits**
EDF3609 Social and Historical Foundations of Education	3
EEX2000 Impact of Disabilities (GE-S,D)	3
Critical Issues & Research in Education Colloquium	1
Elective	3
Elective	3
Elective	3
Total	16
Semester 6	**Credits**

EDF4430 Measurement and Evaluation in Education	3
EDF3514 History of Education in the US (GE-H)	3
EDF3083 International and Comparative Education	3
Experiential Learning	3
Elective	3
Total	15

Semester 7	Credits
EDF3210 Educational Psychology (GE-S)	3
EDF3XXX Introduction to Education Policy	3
Senior Seminar	1
Elective	3
Elective	3
Total	16

Semester 8	Credits
EDF4XXX Schools on Screen: American Education in Popular Media	3
EME3813 Technology-Enhanced Learning Environments	3
Senior Seminar	1
Elective	3
Elective	3
Total	13

New Courses - BA in Education Sciences
http://apps.aa.ufl.edu/Approval/Requests/Info/11321

EDF3XXX Introduction to Education Policy
http://apps.aa.ufl.edu/Approval/Requests/Info/11116

EME3044 Issues and Trends in Educational Technology
http://apps.aa.ufl.edu/Approval/Requests/Info/11135

EME4673 Introduction to Instructional Design
http://apps.aa.ufl.edu/Approval/Requests/Info/11136

EME3319 Design and Development of Educational Multimedia
http://apps.aa.ufl.edu/Approval/Requests/Info/11137

EME3813 Technology-Enhanced Learning Environments
http://apps.aa.ufl.edu/Approval/Requests/Info/11138

EME4010Distance Education Research and Practice
http://apps.aa.ufl.edu/Approval/Requests/Info/11139

EME4320 Instructional Development for Teaching and Learning
http://apps.aa.ufl.edu/Approval/Requests/Info/11140

EDF4470 Survey Research Methods in Education
http://apps.aa.ufl.edu/Approval/Requests/Info/11158

EDF4440 Program Evaluation in Educational Settings
http://apps.aa.ufl.edu/Approval/Requests/Info/11159

EDF4XXX Educational Research Design
http://apps.aa.ufl.edu/Approval/Requests/Info/11160

EDF4140 Cognition in Education
http://apps.aa.ufl.edu/Approval/Requests/Info/11161

EDF4XXX Schools on Screen: American Education in Popular Media
http://apps.aa.ufl.edu/Approval/Requests/Info/11164

EDF3083 International and Comparative Education
http://apps.aa.ufl.edu/Approval/Requests/Info/11165

EEX4XXX Seminar on Disability
http://apps.aa.ufl.edu/Approval/Requests/Info/11168

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES'
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP5
June 8, 2017

SUBJECT: Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information

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BACKGROUND INFORMATION

Certain contracts between the University and federal governmental agencies and certain research at the University require a facility security clearance for classified information. Department of Defense policy and procedure permit the University to designate a senior management committee to obtain security clearance rather than obtaining the clearances for individual Trustees and other officers. All Trustees must be listed in the designation.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve a Resolution, R17-189, confirming that members of the Board of Trustees will not require access to classified information designating a senior management committee comprising the President and Vice President for Research for that purpose, and listing all Trustees, for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is not required. Upon the appointment of any new Trustees, the Board will need to approve a similar resolution to include them.

Supporting Documentation Included: See attached Resolution R17-189

Submitted by: David P. Norton, Vice President for Research

Approved by the University of Florida Board of Trustees, June 8, 2017

_____ _____

James W. Heavener, Chair W. Kent Fuchs, President and Corporate Secretary

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
RESOLUTION

Number: R17-189

Subject: Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information

Date: June 8, 2017

WHEREAS, the University of Florida, a university in the State University System of Florida desires to enter into contractual obligations with agencies of the United States Government, including contractual obligations requiring security clearance, and

WHEREAS, current Department of Defense Regulations contain a provision making it mandatory that the Chair of the Board and all principal officers meet the personnel clearance requirements established for a security clearance, and

WHEREAS, current Department of Defense Regulations do authorize exclusion from the security clearance requirements of certain members of the Board of Directors and other officers, provided that this Board adopts a resolution stating that the Board members and such officers will not require access to classified material and designate the President and Vice President for Research for such purposes.

NOW THEREFORE, BE IT RESOLVED, that a Senior Managerial Group for Classified Information is hereby designated for the purpose of providing oversight of all classified information and programs at the University.

NOW THEREFORE, BE IT RESOLVED, that the membership of the Senior Managerial Group shall be composed of those persons occupying the following positions at the University: (a) the President; and (b) the Vice President for Research. The Chair of the Senior Managerial group shall be the Vice President for Research. At the present time, the individuals in these positions do possess, or will be processed for, the required security clearance; and

NOW THEREFORE, BE IT RESOLVED, that the following Board of Trustees members are excluded from access to classified information and are excluded from the requirement for a Personnel Security Clearance in accordance with Department of Defense 5220.00-M National Industrial Security Program Operating Manual, Section 1.2-106:

David L. Brandon	Trustee
James W. Heavener	Trustee
Morteza “Mori” Hosseini	Trustee
Leonard H. Johnson	Trustee
W. Smith Meyers	Student Trustee
Rahul Patel	Trustee
Marsha D. Powers	Trustee
David M. Quillen	Faculty Trustee (as of June 1, 2017)
Jason J. Rosenberg	Trustee
Steven M. Scott	Trustee
Nicole LP Stedman	Faculty Trustee (through May 31, 2017)
Robert G. Stern	Trustee
David M. Thomas	Trustee
Anita G. Zucker	Trustee

This action is in the form of a resolution to take effect immediately upon its adoption.

Adopted this 8th day of June, 2017, by the Board of Trustees of the University of Florida.

_____
James W. Heavener, Chair

_____
W. Kent Fuchs, President
and Corporate Secretary

UNIVERSITY OF FLORIDA BOARD OF TRUSTEES'
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP6
June 8, 2017

SUBJECT: University of Florida Regulations

BACKGROUND INFORMATION

Under the Board of Governors regulations development procedure for State Universities, proposed regulations or amendments are adopted upon approval of the University Boards of Trustees. Regulations that pertain to student tuition and fees, articulation and admissions require additional approval by the Board of Governors prior to becoming effective.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the regulations and amendments to University of Florida regulations as contained in the following Summary and Board materials for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' final approval is required for regulations that pertain to student fees.

Supporting Documentation Included: See attached summary.

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs, and Zina Evans, Vice President for Enrollment Management

Approved by the University of Florida Board of Trustees, June 8, 2017

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James W. Heavener, Chair W. Kent Fuchs, President and Corporate Secretary

Summary of University of Florida Regulation Changes
Committee on Educational Policy & Strategic Initiatives
June 8, 2017

Finance & Administration

3.0375 Tuition Cost

The proposed amendment removes obsolete language referring to previous years' fee tiers. It also updates the regulation to reflect the current tuition set by the legislature for the 2017-2018 school year. The sole change to tuition cost from the 2016-2017 tuition rates is an increase in the repeat surcharge rate from $177.57 to $181.12, as set by the BOG.

Student Affairs

4.007 Confidentiality of Student Records and Applicant Records

The proposed amendment adds "minors, certificates" and "concentrations" to the categories of student directory information. The additions reflect the current, more diverse set of academic credentials offered by the university and are made to permit disclosure of the broader array of academic credentials, which benefits students. In addition, the provision regarding requests for nondisclosure of directory information is revised slightly to eliminate referencing a specific form. This change is made in order to accommodate for a flexible process forthcoming under a new student records system that may not involve paper forms.

NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 10, 2017

REGULATION TITLE:
Tuition Cost

REGULATION NO.:
3.0375

SUMMARY: The proposed amendment removes obsolete language referring to previous years' fee tiers. It also updates the regulation to reflect the current tuition set by the legislature for the 2017-2018 school year. The sole change to tuition cost from the 2016-2017 tuition rates is an increase in the repeat surcharge rate from $177.57 to $181.12, as set by the BOG.

AUTHORITY: BOG Regulation 1.001

COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW. The comments must identify the regulation you are commenting on.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS: Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT: Joseph Glover, Provost and Senior Vice President for Academic Affairs

THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.

REGULATIONS OF THE

UNIVERSITY OF FLORIDA

3.0375 Tuition Cost.

(1) Tuition Cost shall be defined as tuition and fees assessed to students for enrollment in credit courses at the University of Florida. Tuition Cost consists of the following tuition and fees:

(a) Resident Tuition Cost, ~~comprised of~~comprising the following, shall be defined as the tuition and fees charged an enrolled student who qualifies as a Florida resident as defined in ~~Rule 6A-10.044, F.A.C., as adopted by a Board of Governors Resolution dated April 21, 2005~~BOG Regulation 7.005 and Section 1009.21 Fla. Stat.:

1. Resident Tuition;
2. Tuition Differential;
3. Student Financial Aid Fee;
4. Capital Improvement Trust Fund Fee;
5. Transportation Access Fee;
6. Health Fee;
7. Athletic Fee;
8. Activity and Service Fee; and
9. Technology Fee.

(b) Non-Resident Tuition Cost, ~~comprised of~~comprising the following, shall be defined as the tuition and fees charged an enrolled student who does not qualify as a Florida resident as defined in BOG Regulation 7.005 and Section 1009.21 Fla. Stat.~~Rule 6A-10.044, F.A.C., as adopted by a Board of Governors Resolution dated April 21, 2005~~:

1. Resident Tuition;

2. Tuition Differential;

3. Non-Resident Fee;

4. Student Financial Aid Fee;

5. Non-Resident Student Financial Aid Fee;

6. Capital Improvement Trust Fund Fee;

7. Transportation Access Fee;

8. Health Fee;

9. Athletic Fee;

10. Activity and Service Fee; and

11. Technology Fee.

(2) Enrollment shall be defined as consisting of two components:

(a) Formal registration in one or more credit courses approved and scheduled by the University; and,

(b) Payment of Tuition Costs, or other appropriate arrangements for payment (deferment or third-party billing) for the courses in which the student is registered as of the end of the drop/add period.

(3) A student is liable for Tuition Costs associated with all courses for which the student is registered at the end of the drop/add period. The Tuition Cost payment deadline is 3:30 p.m. Friday of the second week of class.

(4) Except for those Tuition Costs set forth in sections (5~~6~~) and (6~~7~~) of this regulation, the following are the Tuition Costs, which, in addition to the student health, athletic, activity and service, ~~health, athletics~~ and transportation access fees that are set forth in UF

Regulation 3.0372, shall be levied and collected for the 2017-2018 academic year~~each student enrolled and will vary dependent upon the following categories~~:

~~(a) "Pre-Fall 2005 Continuing Student" is defined as a degree-seeking student admitted prior to the Fall 2005 term and enrolled in the Summer 2005 term or Spring 2005 term. However, any such student shall no longer be a "Pre-Fall 2005 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(b) "Fall 2005 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2005 term, spring 2006, or summer 2006 term. However, any such student shall no longer be a "Fall 2005 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(c) "Fall 2006 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2006 term, spring 2007, or summer 2007 term. However, any such student shall no longer be a "Fall 2006 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(d) "Fall 2007 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2007 term, spring 2008, or summer 2008 term. However, any such student shall no longer be a "Fall 2007 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(e) "Fall 2008 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2008 term, spring 2009, or summer 2009 term. However, any such student shall no longer be a "Fall 2008 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(f) "Fall 2009 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2009 term, spring 2010, or summer 2010 term. However, any such student shall no longer be a "Fall 2009 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(g) "Fall 2010 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2010 term, spring 2011, or summer 2011 term. However, any such student shall no longer be a "Fall 2010 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(h) "Fall 2011 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2011 term, spring 2012, or summer 2012 term. However, any such student shall no longer be a "Fall 2011 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(i) "Fall 2012 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2012 term, spring 2013, or summer 2013 term. However, any such student shall no longer be a "Fall 2012 Continuing Student" upon receipt of a degree or upon the~~

~~student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(j) "Fall 2013 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2013 term, spring 2014, or summer 2014 term. However, any such student shall no longer be a "Fall 2013 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(k) "Fall 2014 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2014 term, spring 2015, or summer 2015 term. However, any such student shall no longer be a "Fall 2014 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(l) "Fall 2015 Continuing Student" is defined as a degree-seeking student admitted for, and enrolled in, the fall 2015 term, spring 2016, or summer 2016 term. However, any such student shall no longer be a "Fall 2015 Continuing Student" upon receipt of a degree or upon the student's admission or readmission to a degree program requiring a new application, whichever is sooner.~~

~~(m) "Fall 2016 New Student" is defined as any student other than a "Pre-Fall 2005 Continuing Student", a "Fall 2005 Continuing Student," a "Fall 2006 Continuing Student", "Fall 2007 Continuing Student", "Fall 2008 Continuing Student", "Fall 2009 Continuing Student", "Fall 2010 Continuing Student", a "Fall 2011 Continuing Student", a "Fall 2012 Continuing Student", a "Fall 2013 Continuing Student", a "Fall 2014 Continuing Student", or a Fall 2015 Continuing Student" including any of the following:~~

~~1. any first-time-admitted degree-seeking student of the University of Florida registered for the Fall 2016, Spring 2017, or Summer 2017 term;~~

~~2. any non-degree seeking student;~~

~~3. any current or past University of Florida student who through a new application is admitted or readmitted to a degree program for the Fall 2016, Spring 2017, or Summer 2017 term; or~~

~~4. any University of Florida student who is readmitted after an absence of two or more consecutive terms, excluding military withdrawals.~~

~~(i) For the purposes of defining a "Pre-Fall 2005 Continuing Student", "Fall 2005 Continuing Student," "Fall 2006 Continuing Student," "Fall 2007 Continuing Student," "Fall 2008 Continuing Student," "Fall 2009 Continuing Student," "Fall 2010 Continuing Student," "Fall 2011 Continuing Student," "Fall 2012 Continuing Student," "Fall 2013 Continuing Student," "Fall 2014 Continuing Student," "Fall 2015 Continuing Student," and a "Fall 2016 New Student," a "term" shall mean: for the fall, the fall semester, for the spring, the spring semester, and for the summer, any of the summer sessions.~~

~~(5) Except for those Tuition Costs referenced in sections (6) and (7) of this regulation, the following are the Tuition Costs which, in addition to the student activity and service, health, athletics, and transportation access fees that are set forth in UF Regulation 3.0372, shall be levied and collected for the 2016-2017 academic year:~~

(a) Undergraduate Courses Charged per Student Credit Hour ~~2016~~2017-~~17~~18

	~~Fall 2016 New Students~~
Resident Tuition	$105.07
Tuition Differential	$44.17
Capital Improvement Trust Fund	$6.76

Student Financial Aid	$5.25
Technology	$5.25
Non-Resident Fee	$707.21
Non-Resident Student Financial Aid	$35.36

(b) Notwithstanding the foregoing paragraph (a), an undergraduate resident student ~~who is a Fall 2007 continuing student, Fall 2008 continuing student, Fall 2009 continuing student, Fall 2010 continuing student, Fall 2011 continuing student, Fall 2012 continuing student, Fall 2013 continuing student, Fall 2014 continuing student, Fall 2015 continuing student, or a Fall 2016 new student~~shall ~~need not be required to pay~~may not be charged the Tuition Differential if the student was in attendance at the university before July 1, 2007 and has maintained continuous enrollment at the university, is ~~is~~ a beneficiary of a prepaid tuition contract pursuant to Section 1009.98(2)(b), Fla. Stat., which was in effect on July 1, 2007 and which remains in effect, or if the student otherwise meets the criteria set forth for exemption from payment of the tuition differential in Section 1009.24(16)(b), Fla. Stat.

(c) Notwithstanding the foregoing paragraph (a), if an undergraduate student is a beneficiary of a prepaid tuition contract pursuant to Section 1009.98(2)(b), Fla. Stat., purchased prior to July 1, 2024, the undergraduate resident tuition, paid on behalf of the student effective the Fall 2009 term, will increase above the preceding fiscal year's assessed amount based on the actuarial reserve determined by the Florida Prepaid by the maximum percent allowed. Effective Fall 2014, the actuarial reserve percent change means that the undergraduate resident tuition amount paid on behalf of such a student will be $105.07 per credit hour. Florida Prepaid will pay on behalf of any such student any other fees that are covered by that student's prepaid tuition contract.

(d) Graduate Courses Charged per Student Credit Hour ~~2016~~2017-~~17~~18

	~~Fall 2016 New Students~~
Resident Tuition	$448.73
Capital Improvement Trust Fund	$6.76
Student Financial Aid	$22.43
Technology	$6.56
Non-Resident Fee	$690.21
Non-Resident Student Financial Aid	$34.51

(e) College of Law (JD and Law LL.M degrees) Charged per Student Credit Hour 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$652.47
Capital Improvement Trust Fund	$6.76
Student Financial Aid	$32.62
Technology	$5.25
Non-Resident Fee	$527.14
Non-Resident Student Financial Aid	$26.35

(f) College of Law (Tax LL.M. degrees) Charged per Student Credit Hour 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$724.97

Capital Improvement Trust Fund	$6.76
Student Financial Aid	$32.62
Technology	$5.25
Non-Resident Fee	$614.76
Non-Resident Student Financial Aid	$30.73

(g) College of Pharmacy (PharmD) Degree Annual Charge 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$19,844.74
Capital Improvement Trust Fund	$243.36
Student Financial Aid	$992.22
Technology	$157.50
Non-Resident Fee	$22,041.40
Non-Resident Student Financial Aid	$1,102.06

(h) College of Medicine (MD) Degree Annual Charge 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$32,743.70
Capital Improvement Trust Fund	$270.40
Student Financial Aid	$1,637.18
Technology	$157.50

Non-Resident Fee	$27,847.86
Non-Resident Student Financial Aid	$1,392.38

(i) College of Veterinary Medicine (DVM) Degree Annual Charge 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$25,248.16
Capital Improvement Trust Fund	$270.40
Student Financial Aid	$1,262.40
Technology	$157.50
Non-Resident Fee	$19,976.40
Non-Resident Student Financial Aid	$998.80

(j) College of Dentistry (DMD) Degree Annual Charge 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$37,563.52
Capital Improvement Trust Fund	$270.40
Student Financial Aid	$1,878.16
Technology	$157.50
Non-Resident Fee	$25,219.78
Non-Resident Student Financial Aid	$1,260.98

(k) College of Public Health and Health Professions (DPT) Degree Annual Charge

2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$19,522.30
Capital Improvement Trust Fund	$263.64
Student Financial Aid	$976.10
Technology	$157.50
Non-Resident Fee	$8,800.00
Non-Resident Student Financial Aid	$440.00

(l) College of Public Health and Health Professions (MPH) Degree Annual Charge

2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$13,201.82
Capital Improvement Trust Fund	$162.24
Student Financial Aid	$660.08
Technology	$157.50
Non-Resident Fee	$16,565.24
Non-Resident Student Financial Aid	$828.26

(m) College of Public Health and Health Professions (MPH) 42 Hour Accelerated Degree Annual Charge 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$11,551.56
Capital Improvement Trust Fund	$141.96
Student Financial Aid	$577.56
Technology	$157.50
Non-Resident Fee	$14,494.56
Non-Resident Student Financial Aid	$724.72

(n) College of Medicine Physician's Assistant Program Courses Charge Per Credit Hour 2017 ~~6~~-18~~7~~

	~~Fall 2012 - Fall 2015 Continuing Students and Fall 2016 New Students~~
Resident Tuition	$590.87
Capital Improvement Trust Fund	$6.76
Student Financial Aid	$29.54
Technology	$6.56
Non-Resident Fee	$793.74

Non-Resident Student Financial Aid	$39.68

(o) College of Design, Construction, and Planning Graduate Courses

Charge Per Credit Hour 2017~~6~~-18~~7~~

	~~Fall 2016 New Students~~
Resident Tuition	$539.49
Capital Improvement Trust Fund	$6.76
Student Financial Aid	$26.97
Technology	$6.56
Non-Resident Fee	$690.21
Non-Resident Student Financial Aid	$34.51

(5~~6~~) Pursuant to Section 1001.7065, Fla. Stat., the University of Florida has established the Preeminent State Research University Institute for Online Learning ("UF Online"). Tuition Costs levied and collected per credit hour for undergraduate students enrolled in this program for the 2017~~6~~-2018 academic year shall be as follows:

Resident Tuition	$78.80
Tuition Differential	$33.12
Capital Improvement Trust Fund	$6.76
Resident Student Financial Aid	$5.25
Technology	$5.25
Resident Tuition and Fees per credit hour	$129.18
Non-Resident Tuition and Fees	Non-resident tuition is set at market rates and is program specific. Tuition and fees may be found at http://ufonline.ufl.edu/costs/

(6~~7~~) Tuition costs levied and collected for self-funded courses and programs are determined pursuant to ~~Board of Governors~~BOG Regulation 8.002 and University of Florida Regulation 3.0376. Tuition costs for market rate programs other than UF Online are levied and collected at the rates set forth at http://www.distance.ufl.edu/market-rate.

(7~~8~~) Pursuant to Section 1009.285, Fla. Stat., each student enrolled in the same undergraduate course more than twice, shall be assessed an additional $~~177.57~~181.12 per credit hour charge in addition to the Tuition Costs outlined above in section (4~~5~~) or (5~~6~~), for each such course.

(89) An Excess Hour Surcharge shall be assessed to an undergraduate student for each credit hour in excess of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled. The University will follow the definitions of required credit hours and other provisions governing the surcharge as set forth in ~~Board of Governors~~BOG Regulation~~.~~ 7.003. The excess hour surcharge shall become effective for students who enter a state university for the first time and maintain continuous enrollment as follows:

(a) For the 2009-2010 and 2010-2011 academic years, an excess hour surcharge equal to 50 percent of the tuition rate as set forth in section (45) or (56), as applicable, for each credit hour in excess of 120 percent;

(b) For the 2011-2012 academic year, an excess hour surcharge equal to 100 percent of the tuition rate as set forth in section (45) or (56), as applicable, for each credit hour in excess of 115 percent; and

(c) For the 2012-2013 academic year and thereafter, an excess hour surcharge equal to 100 percent of the tuition rate as set forth in section (45) or (56), as applicable, for each credit hour in excess of 110 percent.

(910) Any person classified as an out-of-state resident who has been appointed as a graduate assistant for at least 0.25 FTE shall be charged resident Tuition Costs. Upon completion of the appointment, such person shall be charged resident Tuition Costs for the remainder of his or her graduate career in any semester in which he or she receives a waiver of all tuition fees or all tuition fees are paid from University funds. If the student loses the waiver or tuition remission under this provision for any semester, he or she shall be liable for Tuition Costs for that semester based on his or her out-of-state residency classification. Any graduate

student classified as an out-of-state resident who is receiving a full fellowship may be charged resident Tuition Costs.

(101) The Provost has the authority to designate programs in which Non-Resident Tuition Cost, or any portion thereof, are waived when such waiver is in support of the mission of the University and is consistent with policies specifically approved by the Bboard of Ttrustees.

(112) For the 20176-20187 academic year the President or the President's designee has the authority to waive $2.00 per credit hour of the Capital Improvement Trust Fund fee for graduate students holding appointments as graduate assistants or graduate associates.

Authority: BOG Regulations 1.001, 7.001 and 7.003.

History--New 9-10-02, Amended 9-19-03, 1-11-05, 7-19-05, 11-22-05, 9-8-06, 7-24-07, 1-9-08, 9-5-08 (BOT Approval), 10-3-08 (BOG Approval), 7-9-09 (BOG Approval), 9-11-09 (BOT Approval), 10-27-09 (BOG Approval), 10-8-10 (BOT Approval), 10-19-10 (BOG Approval), 7-5-11 (BOG Approval), 9-6-11 (BOT Approval), 6-8-2012 (BOT Approval), 8-3-2012 (BOG Approval), 7-8-13 (BOG Approval), 9-3-13 (BOT Approval), 12-6-13 (BOT Approval), 1-28-14 (BOG Approval), 6-6-14 (BOT Approval), 7-9-14 (BOG Approval), 6-4-15 (BOT Approval), 6-22-15 (BOG Approval), 6-9-2016 (BOT Approval), 7-8-16 (BOG Approval).

NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 8, 2017

REGULATION TITLE:	**REGULATION NO.**:
Confidentiality of Student Records and Applicant Records	4.007

SUMMARY: The proposed amendment adds "minors, certificates" and "concentrations" to the categories of student directory information. It updates the regulation to reflect the current academic credentials offered by the university. In addition, the provision regarding requests for nondisclosure of directory information is revised slightly in order to accommodate for a flexible process that may not involve paper forms.

AUTHORITY: BOG Regulation 1.001

COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW. The comments must identify the regulation you are commenting on.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS: Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT: Zina L. Evans, Vice President for Enrollment Management & Associate Provost

THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.

REGULATIONS OF THE

UNIVERSITY OF FLORIDA

4.007 Confidentiality of Student Records and Applicant Records.

(1) Section 1002.225, Fla. Stat., provides certain rights to students concerning their student records. Section 1006.52, Fla. Stat., makes student records and applicant records confidential and exempt from disclosure under the Public Records Law.

(2) A "student record" is any record in any medium containing information directly related to a student that is maintained by the University of Florida or by a party acting on behalf of the University. For purposes of determining if a record is a student record, the term "student" is defined as a person who is or has been in attendance at the University. Attendance shall commence upon formal enrollment for college-credit courses approved and scheduled by the University.

(3) An "applicant record" is any record in any medium that is maintained by the University of Florida or by a party acting on behalf of the University that is directly related to an applicant for admission to the University who has not been in attendance at the University.

(4) The President delegates to each Vice President the responsibility for maintaining the confidentiality of all student and applicant records within the Vice President's area of responsibility. Each Vice President may designate an individual in his or her area as the custodian of records for that area.

(5) All student records and applicant records including but not limited to academic records, counseling records, and disciplinary records are confidential except that directory information in student records may be released without the consent of the student involved unless

a student has completed a ~~R~~request for n~~N~~ondisclosure of d~~D~~irectory i~~I~~nformation. Students may contact~~, which is available from~~ the Office of the University Registrar, 222 Criser Hall for further information.

(6) Directory information shall be defined as: the student's name, class and college, local and permanent addresses, listed telephone number, email address, enrollment status, most recent previous educational institution attended, dates of attendance at the University of Florida, majors, minors, certificates, concentrations and degrees ~~-~~earned, nature and place of employment at the University, honors and awards received, publication titles, participation in officially recognized or registered activities and sports, and weight and height of members of athletic teams.

(7) Information contained in student records except that data which is directory information will be open for inspection only by the student, or parents of dependent students as defined by the Internal Revenue Service, those members of the professional staff of the University with a legitimate educational interest in having access to such records (which may include normal access in legitimate administration and operations), or as otherwise provided by law. The department custodians of student records and applicant records and their designees may release information from such records only upon written and dated authorization from the student or applicant or as otherwise provided by law. Records which are created or maintained by the University Counseling and Wellness Center and Student Health Care Center and used only in connection with treatment provided to a student are available only to persons providing such treatment; provided, however, that such records can be personally reviewed by an appropriate professional of the student's choice.

(8) Counseling, disciplinary, and academic records are maintained separately.

Authority: BOG Regulation 1.001.

Law Implemented: Sections 1002.225 and 1006.52, F.S.

History--New 9-29-75, Amended 1-28-80, 8-4-80, Formerly 6C1-4.07, Amended 7-11-94, 5-1-96, 6-21-00, 1-19-03, 12-31-03, 7-19-05, 6-13-08, Formerly 6C1-4.007, Amended 3-16-10, 6-8-12, _____.

College of Public Health and Health Professions
Request to close the Department of Behavioral Science and Community Health
4/14/16

Background and Rationale: The Department of Behavioral Science and Community Health (BSCH) was established in 2006 as part of a structural re-organization to facilitate accreditation as a college of public health. The department had originally existed as rehabilitation counseling but this name was changed to BSCH to more accurately represent changes the department was undertaking related to the college's interest in becoming accredited as a college of public health. Shortly before the name change in 2006, we hired a new chair who would oversee the department's existing rehabilitation counseling master's program and the development of a doctoral level social and behavioral sciences curriculum in public health. Since establishment of the department, we have closed the rehabilitation counseling program and expanded our multidisciplinary public health infrastructure to support public health academics, including the PhD, which no longer necessitates a specific departmental structure. Both of our MPH and PhD program directors, who oversee public health operations, report directly to the associate dean for educational affairs. This reporting structure is the same as that used for the other interdisciplinary programs in our college (the rehabilitation science PhD and the bachelor of health science), which are not housed in specific departments either.

Our request to close the department also dovetails with changes in the requirements to maintain accreditation. Specifically, the structural requirements to ensure accreditation as a college of public health are shifting. The Council on Education for Public Health (CEPH) has proposed greater flexibility in the number and types of competencies required, reducing the need for a specific departmental structure to demonstrate compliance with accreditation standards. The accreditation changes are being made in response to a rapidly shifting work force landscape and to encourage innovation within a more flexible academic structure. This change will also encourage more multi/interdisciplinary creativity in the delivery of content consistent with accreditation requirements. In essence, the original reasons for which the department was established no longer exist.

Three other significant considerations in the request to close the department are the departure of the chair, the size/composition of the faculty, and the department's fiscal situation. The chair left the university in Summer 2014, necessitating the appointment of an interim chair in Summer, 2014. In addition, with the chair's departure, only one senior faculty member remained (who moved with her spouse to another university in Summer 2015). At the time of the chair's departure, the departmental budget was in a significant deficit situation. Therefore, we would need to identify and invest substantial resources to recruit and retain a chair and rebuild the department. Given the resource investment needed and the fact that the original reasons for

establishing the department no longer exist, saving college resources seems prudent, especially given the fact that departmental closure will have no appreciable effect on our ability to maintain current academic programming and our faculty and staff continuing to be supported in their professional responsibilities (see next section).

Faculty Engagement in Department Closure and Personnel/Financial Implications: Given the department's financial situation, over the course of the previous year and after the chair resigned, the dean and/or interim chair, Dr. Amy Blue, participated in a series of discussions with the departmental faculty related to the department's status and future. During the initial meeting, Dean Perri recommended consideration of departmental closure given the financial situation and the fact that all academic programming and personnel support would be preserved. Both individual and group faculty meetings were held over the course of the year (group meetings: 10/10/14, 10/22/14, 10/29/14, 11/12/14, 12/5/14, 1/20/15, 2/27/15, 3/13/15, 4/13/15, 6/5/15; individual meetings; January-February, 2015; meeting with students: 3/16/15, May 12, 2015). As part of these conversations, the faculty raised the option of moving to another department as a group. Faculty agreed to vote on this option and further agreed that if the vote to move as a group was not unanimous, faculty would individually explore other departments. The faculty vote was split, (e.g. 3 faculty wanting to move as a group; 3 faculty wanting to move individually.) Therefore, faculty proceeded with individual discussions about other departments of interest. As a result of these discussions and over the last several months, faculty members have been relocating; all have relocated to their department of choice on an interim basis (pending the outcome of the Senate vote). The Dean met with each faculty member individually in February 2016 to ensure no issues have arisen related to departmental transitions. None has been expressed. Indeed, all expressed satisfaction with the changes. There have been no transitional issues with tenure and promotion. Faculty affected who are in tenure track lines are tenured (i.e. there are no faculty in tenure-track positions who are not yet tenured). Promotion guidelines remain unchanged and require internal and external input. Our college is multidisciplinary by nature such that faculty in BSCH came from a multidisciplinary department and have moved to other multidisciplinary departments. Our departments are used to addressing tenure and promotion issues within a multidisciplinary environment.

The Dean also met with the Faculty Council, the college faculty governing body, to determine if the Council has any concerns as a result of personnel re-locations. The Faculty Council highlighted the importance of ensuring the PhD students have a clear space. The college has addressed this concern. As a result of a recent major reorganization of college space, the PhD students have been given a designated shared office. It is also important to note that the assigned mentors for the students are not affected by this request and all assistantships remain intact with no change in funding. The only change will be re-coding the designated department of the assistantship. In addition, going forward, personnel resources are being shifted from BSCH to the other relevant departments. There has been no effect on any faculty member's salary and associated professional support.

As a result of operational modifications associated with our public health enterprise, the BSCH staff have been retained. Of the two staff affected, one has transferred within the college with the same title and salary; the other has transferred within the college with a change in title (from coordinator1 continuing education to coordinator 1 academic support services) with no change in salary.

Faculty Voting: The potential departmental closure was presented and discussed with the PHHP Faculty Council, the faculty governance body of the college, as noted above. This request to close the department was also discussed with the faculty as a whole at the Spring college-wide faculty meeting. Subsequent to the college-wide faculty meeting, a formal vote of the college faculty to close the department but retain the academic programs associated with faculty assignments was taken with the result (n=70) being 84% in favor and 16% against.

Based on the vote of the faculty, the fiscal priorities of the college, and the ability of the college to maintain all academic operations previously housed under BSCH, we request approval to close the BSCH department, effective August 1, 2016.

Submitted by:

_____

Michael G. Perri, Ph.D., Dean &
Robert G. Frank Endowed Professor of Clinical and Health Psychology

Program-Major/|Change_Name for request 11005

Info

Request: Bachelor of Science in Astrophysics
Description of request: One of our program goals is to increase the number of majors in our department. Based on an evaluation from an outside visiting committee and discussions with our current students, changing the BS degree name from "astronomy" to "astrophysics" would likely increase the number of students that enroll for this degree. Since the current Bachelor of Science degree in Astronomy requires eight courses in physics, this change makes the degree program a better reflection of the course content.

We are not requesting any change to the Bachelor of Arts in Astronomy, which would remain a separate degree track in our department.
Submitter: Sarajedini,Vicki Lynn vicsaraj@ufl.edu
Created: 5/19/2016 10:20:51 AM
Form version: 1

Responses

Current Degree Program Name Bachelor of Science in Astronomy
CIP Code400201
Requested Name Change Change the name of the degree program.
Proposed Degree Program Name Bachelor of Science in Astrophysics

Effective Term Earliest Available
Effective Year Earliest Available
Pedagogical Rationale/Justification Several years ago, a Visiting Committee composed of distinguished scientists and educators conducted a review of the Department of Astronomy and its various academic and research programs. One recommendation the Visiting Committee provided with regard to increasing the number of undergraduate B.S. degree majors was to change the name of the Astronomy degree to reflect the significant number of physics courses that are required. They suggested that we change the name of the B.S. degree in "Astronomy" to a B.S. degree in "Astrophysics."

We have polled the department faculty, and there is general agreement that this name change is something we would like to pursue. In addition, we have conducted an informal poll of undergraduate students in our upper-division astronomy courses and the members of the Undergraduate Astrophysics Society and found that there is general agreement that changing the name to 'Astrophysics' could help us to increase the number of B.S. majors. We have discussed this name change with the chair of the Department of Physics. He has, in turn, brought the matter to the Physics faculty and they have no objections with our efforts to change the name of our B.S. degree.

Assessment Data Review We are not proposing any changes to the curriculum and therefore our Student Learning Outcomes and program goals remain the same. The current course requirements for the degree require eight (8) physics courses, seven (7) astronomy courses, and four (4) math courses. Based on information we have gathered and described in the Justification above, the name change will positively impact our program goal of increasing the number of undergraduate majors in our department.
Academic Learning Compact and Academic Assessment Plan There are no changes

to the Academic Learning Compact or Academic Assessment Plan that would result from the proposed change.

Program-Major/|Change_Name for request 11519

Info

Request: Soil and Water Sciences
Description of request: In March/April 2016, We Received Approval To Change Our Name From "Soil and Water Science Department" to "Soil and Water Sciences Department". This Change Was Requested To Better Reflect The Multiple Scientific Disciplines Within Our Department. This Same Rationale Also Applies To The Courses (Core & Elective) Required For The Undergraduate Major.
Submitter: Sisk,Michael J mjsisk@ufl.edu
Created: 2/24/2017 12:23:14 PM
Form version: 1

Responses

Current Degree Program Name
Enter the name of the degree program. A list of approved programs is available at the SUS Academic Program Inventory database.

Response:
Bachelor of Science

CIP Code
Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the Office of Institutional Planning and Research (OIPR) to verify the CIP code for the existing degree program.

Response:
011201

Requested Name Change

Response:
Change the name of a major.

Current Major Name
Enter the current major name (e.g., "Tree Surgery").

Response:
Soil and Water Science

Proposed Major Name
Enter the proposed major name (e.g., "Tree Surgery Practice")

Response:
Soil and Water Sciences

Current Major Code
Enter the current two-letter or three-letter major code.

Response:
SLS

Proposed Major Code
Enter the proposed two-letter or three-letter major code.

Response:
N/A

Effective Term
Enter the term (semester and year) that students would first be admitted to the renamed degree and/or major.

Response:
Earliest Available

Effective Year

Response:
Earliest Available

Pedagogical Rationale/Justification
Describe the rationale for the proposed change.

Response:
In March/April 2016, We Received Approval To Change Our Name From "Soil and Water Science Department" to "Soil and Water Sciences Department". This Change Was Requested To Better Reflect The Multiple Scientific Disciplines Within Our Department. This Same Rationale Also Applies To The Courses (Core & Elective) Required For The Undergraduate Major.

Assessment Data Review
Describe the Student Learning Outcome and/or program goal data that was reviewed to support the proposed changes.

Response:
N/A

Academic Learning Compact and Academic Assessment Plan

Describe the modifications to the Academic Learning Compact (for undergraduate programs) and Academic Assessment Plan that result from the proposed change.

Response:
N/A

Newmans,Janice L

From: Holt,Rebecca J
Sent: Thursday, April 07, 2016 11:17 AM
To: Newmans,Janice L
Subject: FW: Change Department Name

4/1/16 No issues From BOT - change can be made.

FYI

From: Glover,Joseph
Sent: Monday, March 21, 2016 1:13 PM
To: Payne,Jack M <jackpayne@ufl.edu>
Cc: Glover,Joseph <jglover@aa.ufl.edu>; Keith,Jamie Lewis <jlkeith@UFL.EDU>; May,Cheryl D <cmay@aa.ufl.edu>; Holt,Rebecca J <bholt@aa.ufl.edu>
Subject: RE: Change Department Name

It is so minor, I think it can be done administratively. Why don't we just add it as an Information Item to the upcoming BOT meeting on Educational Policy committee??

From: Payne,Jack M
Sent: Monday, March 21, 2016 11:40 AM
To: Glover,Joseph <jglover@aa.ufl.edu>
Cc: Reddy, K. Ramesh <krr@ufl.edu>
Subject: Change Department Name

Joe,

The faculty of the Department of Soil and Water Science would like to change the name of their Department to **Department of Soil and Water Sciences - simply adding an "s" to Science.** This reflects what they do in the department with both Soil Science and Water Science programs.

Can this be done administratively or does it need to go to BoT?

Thanks,
Jack

Jack M. Payne, Senior Vice President of Agriculture and Natural Resources
1008 McCarty Hall, University of Florida, Gainesville, FL 32611-0180
(352-392-1971) jackpayne@ufl.edu; @JackPayneIFAS; www.ifas.ufl.edu

Janice L. Newmans, Executive Administrative Assistant
(352-273-3453) jlne@ufl.edu

Copied From Full Minutes

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

March 31, 2016

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

Time Convened: 1:42 p.m., EDT

Time Adjourned: 3:15 p.m. EDT

6.9 Name Change: Department of Soil and Water Sciences

Provost Glover noted that an "s" has been added to "Science" in the Department of Soil and Water Sciences' name, making "Science" plural, because multiple scientific disciplines are covered. This is so minor a change, in the nature of correcting a scrivener's error, that a formal process is unwarranted. The Committee concurred.

UF UNIVERSITY of FLORIDA

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

March 20, 2017

MEMORANDUM

TO: Michael Sisk
Program Assistant
Department of Soil and Water Science

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

RE: #11521 for a modification to the major of Soil and Water Science for the Doctor of Philosophy degree

The proposal from the College of Agricultural and Life Sciences for a modification to the major of Soil and Water Science for the Doctor of Philosophy degree was approved at the March 16, 2017 Graduate Council meeting with an effective date of Summer 2017, 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 modification to the major:

cc: Gann Enholm, Caroline Lentz, Patty Van Wert, Stacy Wallace, Graduate School
Lee Morrison, University Curriculum Committee and Office of the University Registrar
Brandon Case, University Curriculum Committee and Office of the University Registrar
Amber Cacciatore, 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
Joel Brendemuhl, Associate Dean, College of Agricultural and Life Sciences

HF/ld

Soil and Water Sciences

Students majoring in soil and water sciences complete core requirements that stress a balance between the fundamentals of science and a foundation in the humanities, social sciences, business and natural science. A capstone experience through which a student will gain employment skills needed to solve environmental and agricultural problems is required.

About this Major

- **College:** Agricultural and Life Sciences
- **Degree:** Bachelor of Science
- **Credits for Degree:** 120
- **Specializations:**
  - Soil Science; Water Science
- **Academic Learning Compact**
- **Additional Information**

- **Related Soil and Water Sciences Programs**

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

Students are trained in managing land and water resources in a wide range of ecosystems, including agricultural, forested, range, urban and wetlands through different degree programs. Specializations within these degree programs are designed to give the student a strong background in soil and water sciences with a core of required courses taken during their junior and senior years.

Students may prepare for professional schools by selecting appropriate elective courses.

Soil Science

Critical TrackingModel Semester Plan

Areas of study include soil and land use (with an accent on natural resources and the environment), environmental management (with an accent on agricultural and other applied aspects of soil sciences), physical and biological sciences (with an accent on physics, microbiology, botany and/or other biological sciences) and business (with an accent on economics, business administration or entrepreneurship).

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

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

Semester 1

- Complete 2 of 5 critical courses, excluding labs: BSC 2005/2005L or BSC 2010/2010L, CHM 2045/2045L, CHM 2046/2046L, MAC 2311, PHY 2004/2004L
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 2

- Complete 1 additional critical-tracking course, excluding labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 3

- Complete 1 additional critical-tracking course, excluding labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 4

- Complete 1 additional critical-tracking course, excluding labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 5

- Complete all critical-tracking courses, including labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

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Model Semester Plan

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

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
AEB 2014 Economic Issues, Food and You, *3 credits, or* ECO 2013 Principles of Macroeconomics, *4 credits, or* ECO 2023 Principles of Microeconomics, *4 credits* *GE-S*	3-4
BSC 2005 Biological Sciences, *3 credits, and* **BSC 2005L Laboratory in Biological Sciences**, *1 credit* *OR* **BSC 2010 Integrated Principles of Biology 1**, *3 credits, and* **BSC 2010L Integrated Principles of Biology Laboratory 1**, *1 credit* *State Core GE-B/P*	**4**
Composition *State Core GE-C; WR*	3
Electives	4
	Total 14-15

Semester 2	Credits
IUF 1000 What is the Good Life *GE-H*	3
MAC 2311 Analytic Geometry and Calculus 1 *State Core GE-M*	**4**
MCB 2000 Microbiology, *3 credits, and* MCB 2000L Microbiology Laboratory, *1 credit*	4
Elective	2
Social and Behavioral Sciences *State Core GE-S*	3
Total 16	

Semester 3	Credits
AEC 3030C Effective Oral Communication *or* SPC 2608 Introduction to Public Speaking	3
CHM 2045 General Chemistry 1, *3 credits, and* **CHM 2045L General Chemistry 1 Laboratory**, *1 credit* *GE-P*	**4**
STA 2023 Introduction to Statistics 1, *3 credits, or* MAC 2312 Analytic Geometry and Calculus 2, *4 credits* *GE-M*	3-4
Composition *GE-C*	3
Electives	2

Total 15-16

Semester 4	Credits
CHM 2046 General Chemistry 2, *3 credits, and* **CHM 2046L General Chemistry 2 Laboratory**, *1 credit* *GE-P*	**4**
PHY 2004 Applied Physics 1, *3 credits, and* **PHY 2004L Laboratory for Applied Physics 1**, *1 credit* *GE-P*	**4**
SWS 3022 Introduction to Soils in the Environment, *3 credits, and* SWS 3022L Introduction to Soils in the Environment Laboratory, *1 credit* 4 *GE-P*	
Humanities *State Core GE-H*	3
	Total 15

Semester 5	Credits
CHM 2200 Fundamentals of Organic Chemistry, *3 credits, and* CHM 2200L Fundamentals of Organic Chemistry Laboratory, *1 credit* *OR* CHM 3120 Introduction to Analytical Chemistry, *3 credits, and* CHM 3120L Introduction to Analytical Chemistry Laboratory, *1 credit*	4
SWS 4451 Soil and Water Chemistry	3
Approved electives	8
	Total 15

Semester 6	Credits
AEC 3033C Research and Business Writing in Agricultural and Life Sciences *WR*	3
SWS 4231C Soil, Water and Land Use	3
SWS 4715C Environmental Pedology	4
Approved elective	3
	Total 13

Summer	Credits
SWS 4905 Individual Work *or* SWS 4941 Full-time Practical Work Experience in Soil and Water Science	1-3
Approved elective	2
	Total 3-5

Semester 7	Credits
SWS 4303C Soil Microbial Ecology	3
SWS 4602C Soil Physics *GE-P*	3
Approved electives	10

Total 16

Semester 8	Credits
SWS 4244 Wetlands	3
Approved electives	10-11
Total	13-14

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Approved Electives

Courses	Credits
ALS 3133 Agricultural and Environmental Quality	3
EES 4401 Public Health Engineering	3
GEO 3162C Introduction to Quantitative Analysis for Geographers	3
GEO 3250 Climatology	3
GEO 3280 Principles of Geographic Hydrology	3
GLY 1150L Florida Geology Laboratory	1
SWS 2007 The World of Water	3
SWS 2008 Land and Life	3
SWS 3023L Soil Judging	2
SWS 4116 Environmental Nutrient Management	3
SWS 4180 Earth System Analysis	3
SWS 4207 Sustainable Agricultural and Urban Land Management	3
SWS 4223 Environmental Biogeochemistry	3
SWS 4233 Soil and Water Conservation	3
SWS 4245 Water Resource Sustainability	3
SWS 4307 Ecology of Waterborne Pathogens	3
SWS 4550 Soils, Water and Public Health	3
SWS 4720C GIS in Soil and Water Science	3
SWS 4905 Individual Work	var
SWS 4911 Supervised Research in Soil and Water Science	var
SWS 4915 Honors Thesis Research in Soil and Water Science	var
SWS 4932 Special Topics in Soil and Water Science	var

Electives are chosen with the student's advisor. There are four areas of specialization: soil, water and land use, environmental soil and water management, physical sciences and biological sciences. The student is encouraged to take electives from a range of course groupings that include biology, building construction, chemistry, earth science, environmental science, hydrology, mathematics, physics, policy, production systems, programming and statistics.

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Water Science

Critical TrackingModel Semester Plan

Water's abundance, quality, distribution and properties are essential to all people. Understanding water's role in the environment and in our lives is integral to the future of this important resource. Water science is an interdisciplinary specialization that provides students with opportunities to develop skills essential for a diversity of careers in government and the private sector. Students will work closely with advisors to develop a course of study appropriate to their goals.

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

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

Semester 1

- Complete 2 of 5 critical courses, excluding labs: BSC 2005/2005L or BSC 2010/2010L, CHM 2045/2045L, CHM 2046/2046L, MAC 2311, PHY 2004/2004L
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 2

- Complete 1 additional critical-tracking course, excluding labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 3

- Complete 1 additional critical-tracking course, excluding labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 4

- Complete 1 additional critical-tracking course, excluding labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 5

- Complete all critical-tracking courses, including labs
- 2.0 GPA required for all critical-tracking courses
- 2.0 UF GPA required

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Model Semester Plan

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

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
AEB 2014 Economic Issues, Food and You, *3 credits, or* ECO 2013 Principles of Macroeconomics, *4 credits, or* ECO 2023 Principles of Microeconomics, *4 credits* *GE-S*	3-4
BSC 2005 Biological Sciences, *3 credits, and* **BSC 2005L Laboratory in Biological Sciences**, *1 credit* *OR* **BSC 2010 Integrated Principles of Biology 1**, *3 credits, and* **BSC 2010L Integrated Principles of Biology Laboratory 1**, *1 credit* *State Core GE-B/P*	**4**
Composition *State Core GE-C; WR*	3
Electives	4
	Total 14-15

Semester 2	Credits
IUF 1000 What is the Good Life *GE-H*	3
MCB 2000 Microbiology, *3 credits, and* MCB 2000L Microbiology Laboratory, *1 credit*	4
SWS 2007 The World of Water *GE-P*	3
Elective	2
Social and Behavioral Sciences *State Core GE-S*	3
	Total 15

Semester 3	Credits

AEC 3030C Effective Oral Communication *or* SPC 2608 Introduction to Public Speaking	3
CHM 2045 General Chemistry 1, *3 credits, and* **CHM 2045L General Chemistry 1 Laboratory**, *1 credit* *GE-P*	**4**
MAC 2311 Analytic Geometry and Calculus 1 *State Core GE-M*	**4**
Composition *GE-C; WR*	3
Electives	2
Total	16

Semester 4	Credits
CHM 2046 General Chemistry 2, *3 credits, and* **CHM 2046L General Chemistry 2 Laboratory**, *1 credit* *GE-P*	**4**
PHY 2004 Applied Physics 1, *3 credits, and* **PHY 2004 Laboratory for Applied Physics 1**, *1 credit* *GE-P*	**4**
STA 2023 Introduction to Statistics 1, *3 credits, or* MAC 2312 Analytic Geometry and Calculus 2, *4 credits* *GE-M*	3-4
Humanities *State Core GE-H*	3
Total	14-15

Semester 5	Credits
CHM 2200 Fundamentals of Organic Chemistry, *3 credits, and* CHM 2200L Fundamentals of Organic Chemistry Laboratory, *1 credit* *OR* CHM 3120 Introduction to Analytical Chemistry, *3 credits, and* CHM 3120L Introduction to Analytical Chemistry Laboratory, *1 credit*	4
SWS 3022 Introduction to Soils in the Environment, *3 credits, and* SWS 3022L Introduction to Soils in the Environment Laboratory, *1 credit* *GE-B/P*	4
SWS 4451 Soil and Water Chemistry	3
Approved elective	3
Elective	3
Total	17

Semester 6	Credits
AEC 3033C Research and Business Writing in Agricultural and Life Sciences *WR*	3
SWS 4223 Environmental Biogeochemistry	3

SWS 4244 Wetlands	3
Approved electives	6
	Total 15

Summer	Credits
SWS 4905 Individual Work *or* SWS 4941 Full-time Practical Work Experience in Soil and Water Science	1-3
Approved elective	2
	Total 3-5

Semester 7	Credits
FNR 4660 Natural Resource Policy and Economics *or* PUP 4224 Florida Environmental Politics	3
SWS 4602C Soil Physics *GE-P*	3
Approved electives	7
	Total 13

Semester 8	Credits
SWS 4245 Water Resource Sustainability	3
SWS 4307 Ecology of Waterborne Pathogens	3
Approved electives	7-8
	Total 13-14

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Approved Electives

Courses	Credits
ALS 3133 Agricultural and Environmental Quality	3
AOM 3734 Irrigation Principles and Practices in Florida	3
AOM 4643 Environmental Hydrology: Principles and Issues	3
EES 4201 Water Chemistry	3
EES 4401 Public Health Engineering	3
FAS 4305C Introduction to Fishery Science	2
FNR 4343C Forest Water Resources	3
GEO 3162C Introduction to Quantitative Analysis for Geographers	4
GEO 3250 Climatology	3
GEO 3280 Principles of Geographic Hydrology	4
GLY 1150L Florida Geology Laboratory	1
GLY 3083C Fundamentals of Marine Sciences	3
OCE 3016 Introduction to Coastal and Oceanographic Engineering	3
SWS 4231C Soil, Water and Land Use	3

SWS 4233 Soil and Water Conservation	3
SWS 4550 Soils, Water and Public Health	3
SWS 4715C Environmental Pedology	4
SWS 4720C GIS in Soil and Water Science	3
SWS 4905 Individual Work	var
SWS 4911 Supervised Research in Soil and Water Science	var
SWS 4915 Honors Thesis Research in Soil and Water Science	var
SWS 4932 Special Topics in Soil and Water Science	var

Electives are chosen with the student's advisor. The student is encouraged to take electives from a range of course groupings that include biology, building construction, chemistry, earth science, environmental science, geology, hydrology, mathematics, physics, policy, production systems, programming, soils and statistics.

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Related Soil and Water Sciences Programs

- Combined Degree
- Soil and Water Sciences minor

Program-Major/|Change_Name for request 11520

Info

Request: Soil and Water Sciences
Description of request: In March/April 2016, We Received Approval To Change Our Name From "Soil and Water Science Department" to "Soil and Water Sciences Department". This Change Was Requested To Better Reflect The Multiple Scientific Disciplines Within Our Department. This Same Rationale Also Applies To The Courses Required For The Graduate Major for MS Degree Program.
Submitter: Lentz,Caroline caroline.lentz@ufl.edu
Created: 3/8/2017 2:15:17 PM
Form version: 2

Responses

Current Degree Program Name Master of Science
CIP Code011201
Requested Name Change Change the name of a major.

Current Major Name Soil and Water Science
Proposed Major Name Soil and Water Sciences
Current Major CodeSLS
Proposed Major CodeN/A
Effective Term Summer
Effective Year2017
Pedagogical Rationale/Justification In March/April 2016, We Received Approval To Change Our Name From "Soil and Water Science Department" to "Soil and Water Sciences Department". This Change Was Requested To Better Reflect The Multiple Scientific Disciplines Within Our Department. This Same Rationale Also Applies To The Courses Required For The Graduate Major for MS Degree Program.
Assessment Data ReviewN/A
Academic Learning Compact and Academic Assessment PlanN/A

Copied From Full Minutes

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

March 31, 2016

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

Time Convened: 1:42 p.m., EDT

Time Adjourned: 3:15 p.m. EDT

6.9 Name Change: Department of Soil and Water Sciences

Provost Glover noted that an "s" has been added to "Science" in the Department of Soil and Water Sciences' name, making "Science" plural, because multiple scientific disciplines are covered. This is so minor a change, in the nature of correcting a scrivener's error, that a formal process is unwarranted. The Committee concurred.

UF UNIVERSITY of FLORIDA

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

March 20, 2017

MEMORANDUM

TO: Michael Sisk
Program Assistant
Department of Soil and Water Science

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

RE: #11520 for a modification to the major of Soil and Water Science for the Master of Science degree

The proposal from the College of Agricultural and Life Sciences for a modification to the major of Soil and Water Science for the Master of Science degree was approved at the March 16, 2017 Graduate Council meeting with an effective date of Summer 2017, 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 modification to the major:

cc: Gann Enholm, Caroline Lentz, Patty Van Wert, Stacy Wallace, Graduate School
Lee Morrison, University Curriculum Committee and Office of the University Registrar
Brandon Case, University Curriculum Committee and Office of the University Registrar
Amber Cacciatore, 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
Joel Brendemuhl, Associate Dean, College of Agricultural and Life Sciences

HF/ld

UF UNIVERSITY of FLORIDA

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

March 20, 2017

MEMORANDUM

TO: Michael Sisk
Program Assistant
Department of Soil and Water Science

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

RE: #11521 for a modification to the major of Soil and Water Science for the Doctor of Philosophy degree

The proposal from the College of Agricultural and Life Sciences for a modification to the major of Soil and Water Science for the Doctor of Philosophy degree was approved at the March 16, 2017 Graduate Council meeting with an effective date of Summer 2017, 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 modification to the major:

cc: Gann Enholm, Caroline Lentz, Patty Van Wert, Stacy Wallace, Graduate School
Lee Morrison, University Curriculum Committee and Office of the University Registrar
Brandon Case, University Curriculum Committee and Office of the University Registrar
Amber Cacciatore, 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
Joel Brendemuhl, Associate Dean, College of Agricultural and Life Sciences

HF/ld

Newmans,Janice L

From: Holt,Rebecca J
Sent: Thursday, April 07, 2016 11:17 AM
To: Newmans,Janice L
Subject: FW: Change Department Name

4/1/16 No issues From BOT - change can be made.

FYI

From: Glover,Joseph
Sent: Monday, March 21, 2016 1:13 PM
To: Payne,Jack M <jackpayne@ufl.edu>
Cc: Glover,Joseph <jglover@aa.ufl.edu>; Keith,Jamie Lewis <jlkeith@UFL.EDU>; May,Cheryl D <cmay@aa.ufl.edu>; Holt,Rebecca J <bholt@aa.ufl.edu>
Subject: RE: Change Department Name

It is so minor, I think it can be done administratively. Why don't we just add it as an Information Item to the upcoming BOT meeting on Educational Policy committee??

From: Payne,Jack M
Sent: Monday, March 21, 2016 11:40 AM
To: Glover,Joseph <jglover@aa.ufl.edu>
Cc: Reddy, K. Ramesh <krr@ufl.edu>
Subject: Change Department Name

Joe,

The faculty of the Department of Soil and Water Science would like to change the name of their Department to **Department of Soil and Water Sciences - simply adding an "s" to Science.** This reflects what they do in the department with both Soil Science and Water Science programs.

Can this be done administratively or does it need to go to BoT?

Thanks,
Jack

Jack M. Payne, Senior Vice President of Agriculture and Natural Resources
1008 McCarty Hall, University of Florida, Gainesville, FL 32611-0180
(352-392-1971) jackpayne@ufl.edu; @JackPayneIFAS; www.ifas.ufl.edu

Janice L. Newmans, Executive Administrative Assistant
(352-273-3453) jlne@ufl.edu

Master of Science (M.S.)[T/N]
Aerospace Engineering[T/N]
Agricultural and Biological Engineering[T/N]
Geographic Information Systems[T/N]
Hydrologic Sciences[T/N]
Wetland Sciences[T/N]
Agricultural Education and Communication[T/N]
Tropical Conservation and Development[T/N]
Agronomy[T/N]
Agroecology[T/N]
Geographic Information Systems[T]
Tropical Conservation and Development[T/N]
Animal Molecular and Cellular Biology[T]
Animal Sciences[T/N]
Applied Physiology and Kinesiology[T/N]
Athletic Training/Sports Medicine[T/N]
Biobehavioral Science[T/N]
Clinical Exercise Physiology [T/N]
Exercise Physiology[T/N]
Human Performance[T/N]
Astronomy[T/N]
Biochemistry and Molecular Biology[T]
Biomedical Engineering[T/N]
Medical Physics[T/N]
Biostatistics[N]
Botany[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
Business Administration[T/N]
Marketing[T/N]
Retailing[T/N]
Chemical Engineering[T/N]
Chemistry[T/N]
Civil Engineering[T/N]
Geographic Information Systems[T/N]
Hydrologic Sciences[T/N]
Structural Engineering[T/N]
Wetland Sciences[T/N]
Coastal and Oceanographic Engineering[T/N]
Computer Engineering[T/N]
Digital Arts and Sciences[T/N]
Computer Science[T/N]
Dental Sciences[T]
Endodontics[T]
Operative and Esthetic Dentistry[T]
Orthodontics[T]

Periodontics[T]
Prosthodontics[T]
Digital Arts and Sciences[T]
Electrical and Computer Engineering[T/N]
Entomology and Nematology[T/N]
Environmental Engineering Sciences[T/N]
Geographic Information Systems[T/N]
Hydrologic Sciences[T/N]
Wetland Sciences[T/N]
Epidemiology[T]
Family, Youth and Community Sciences[T/N]
Community Studies[T/N]
Family and Youth Development[T/N]
Nonprofit Organization Development[T/N]
Finance[T/N]
Fisheries and Aquatic Sciences[T]
Ecological Restoration[T]
Geographic Information Systems[T]
Natural Resource Policy and Administration[T]
Wetland Sciences[T]
Food and Resource Economics[T/N]
Agribusiness[T/N]
Hydrologic Sciences[T/N]
Toxicology[T/N]
Tropical Conservation and Development[T/N]
Food Science and Human Nutrition[T/N]
Nutritional Sciences [T/N]
Forest Resources and Conservation[T/N]
Agroforestry[T/N]
Ecological Restoration[T/N]
Geographic Information Systems[T/N]
Geomatics[T/N]
Hydrologic Sciences[T/N]
Natural Resource Policy and Administration[T/N]
Tropical Conservation and Development[T/N]
Wetland Sciences[T/N]
Geography[T]
Applications of Geographic Technologies[T]
Climate Science[T]
Geographic Information Systems[T]
Hydrologic Sciences[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
Geology[T]
Climate Science[T]
Hydrologic Sciences[T]

Tropical Conservation and Development[T]
Wetland Sciences[T]
Health Education and Behavior[T/N]
Horticultural Sciences[T/N]
Environmental Horticulture [T/N]
Horticultural Sciences[T/N]
Industrial and Systems Engineering[T/N]
Interdisciplinary Ecology[T/N]
Agricultural and Biological Engineering[T/N]
Agricultural Education and Communication[T/N]
Agronomy[T/N]
Anthropology[T/N]
Architecture[T/N]
Biochemistry and Molecular Biology[T/N]
Botany[T/N]
Business Administration[T/N]
Chemistry[T/N]
Civil Engineering[T/N]
Climate Science[T/N]
Coastal and Oceanographic Engineering[T/N]
Economics[T/N]
English[T/N]
Entomology and Nematology[T/N]
Environmental Engineering Sciences[T/N]
Family, Youth and Community Sciences[T/N]
Farming Systems[T/N]
Fisheries and Aquatic Sciences[T/N]
Food and Resource Economics[T/N]
Food Science [T/N]
Forest Resources and Conservation[T/N]
Foundations of Education[T/N]
Geographic Information Systems[T/N]
Geography[T/N]
Geology[T/N]
Health and Human Performance[T/N]
Horticultural Sciences[T/N]
Hydrologic Sciences[T/N]
Landscape Architecture[T/N]
Mathematics[T/N]
Microbiology and Cell Science[T/N]
Nuclear and Radiological Engineering[T/N]
Philosophy[T/N]
Political Science[T/N]
Religion[T/N]
Sociology[T/N]
Soil and Water Sciences[T/N]

Statistics[T/N]
Tropical Conservation and Development[T/N]
Urban and Regional Planning[T/N]
Veterinary Medical Sciences[T/N]
Wetland Sciences[T/N]
Wildlife Ecology And Conservation[T/N]
Women's/Gender Studies[T/N]
Zoology[T/N]
Management[T/N]
Materials Science and Engineering[T/N]
Mathematics[T/N]
Mechanical Engineering[T/N]
Medical Sciences[T]
Aging and Geriatric Practice[T]
Biomedical Informatics[T]
Clinical and Translational Science[T]
Health Outcomes and Policy[T]
Translational Biotechnology[T]
Microbiology and Cell Science[T/N]
Medical Microbiology and Biochemistry[T/N]
Nuclear Engineering Sciences[T/N]
Physics[T/N]
Plant Molecular and Cellular Biology[T]
Plant Pathology[T/N]
Psychology[T/N]
Real Estate[T/N]
Soil and Water Science[T/N]
Agroecology[T/N]
Climate Science[T/N]
Geographic Information Systems[T/N]
Hydrologic Sciences[T/N]
Tropical Conservation and Development[T/N]
Wetland Sciences[T/N]
Sport Management[T/N]
Historic Preservation[T/N]
Tropical Conservation and Development[T/N]
Tourism and Recreation Management[T/N]
  Historic Preservation[T/N]
  Natural Resource Recreation[T/N]
  Therapeutic Recreation[T/N]
  Tourism[T/N]
  Tropical Conservation and Development[T/N]
Veterinary Medical Sciences[T/N]
Forensic Toxicology[T/N]
Shelter Medicine[T/N]
Veterinary Forensic Sciences[T/N]

Wildlife Ecology and Conservation[T/N]
Geographic Information Systems[T/N]
Tropical Conservation and Development[T/N]
Wetland Sciences[T/N]
Zoology[T/N]
Tropical Conservation and Development[T/N]
Wetland Sciences[T/N]

Soil and Water Sciences

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Add to Portfolio

College

College of Agricultural and Life Sciences

Department/School

Soil and Water Sciences Department

Soil and Water Sciences Program Information

The Soil and Water Sciences Department offers Master of Science (thesis or professional non-thesis option) and Doctor of Philosophy degrees in soil and water sciences with the following specializations: ecology, environmental science, hydrologic science, and soil science. The department also offers Master of Science (thesis or professional option) specialization in environmental science via distance education for place bound students (http://soils.ifas.ufl.edu/academics/degree-environscience.shtml). Requirements for the M.S. and Ph.D. degrees are given in the Graduate Degrees section of this catalog.

Students can also develop specializations in several interdisciplinary areas including biogeochemistry, ecology, geographic information systems, hydrologic science, tropical agriculture, turfgrass management, and wetland science. The Department emphasizes (but is not limited to) the following research areas:

- Nutrient, Pesticide, and Waste Management
- Soil, Water, and Aquifer Remediation
- Carbon Dynamics and Ecosystem Services
- Landscape Analysis and Modeling
- Wetlands and Aquatic Ecosystems

Interests of the student and faculty, the facilities, and funding available will determine the student's research area. A specific program of study is prepared by an appointed supervisory committee for each student. Students will present a thesis or dissertation in their major field (M.S. thesis option and Ph.D.). In addition, Ph.D. candidates must pass a qualifying examination covering several areas of soil and water sciences and related fields.

Prerequisites: Students who expect to do graduate work in the Soil and Water Sciences Department should hold a bachelor's degree from an accredited college or university with a major in soil and water sciences or the equivalent background in another field of science.

Graduate students should have backgrounds in biology, chemistry, physics, and mathematics and knowledge of basic soil and water sciences.

For more information, please see our website: http://soils.ifas.ufl.edu.

Degrees Offered with a Major in Soil and Water Sciences

Doctor of Philosophy

without a concentration

concentration in Climate Science

concentration in Geographic Information Systems

concentration in Global Systems Agroecology

concentration in Hydrologic Sciences

concentration in Tropical Conservation and Development

concentration in Wetland Sciences

Master of Science

without a concentration

concentration in Agroecology

concentration in Climate Science

concentration in Geographic Information Systems

concentration in Hydrologic Sciences

concentration in Tropical Conservation and Development

concentration in Wetland Sciences

Soil and Water Sciences Departmental Courses

- AGG 5607: Communicating in Academia
- ALS 5027: Reusable Learning Objects
- ALS 5155: Global Agroecosystems
- CWR 6537: Contaminant Subsurface Hydrology

- SWS 5050: Soils for Environmental Professionals
- SWS 5050L: Soils for Environmental Professionals Laboratory
- SWS 5115: Environmental Nutrient Management
- SWS 5132: Tropical Soil Management
- SWS 5182: Earth System Analysis
- SWS 5208: Sustainable Agricultural and Urban Land Management
- SWS 5234: Environmental Soil, Water, and Land Use
- SWS 5235: South Florida Ecosystems
- SWS 5224: Environmental Biogeochemistry
- SWS 5246: Water Resource Sustainability
- SWS 5247: Hydric Soils
- SWS 5248: Wetlands and Water Quality
- SWS 5305C: Soil Microbial Ecology
- SWS 5308: Ecology of Waterborne Pathogens
- SWS 5406: Soil and Water Chemistry
- SWS 5424C: Soil Chemical Analysis
- SWS 5551: Soils, Water, and Public Health
- SWS 5605C: Environmental Soil Physics
- SWS 5716C: Environmental Pedology
- SWS 5721C: GIS in Land Resource Management
- SWS 5805: Environmental Soil and Water Monitoring Techniques
- SWS 6134: Soil Quality
- SWS 6136: Soil Fertility
- SWS 6161: Bioavailability of Soil Nutrients
- SWS 6209: Urban Soil and Water Systems
- SWS 6262: Soil Contamination and Remediation
- SWS 6323: Advanced Microbial Ecology
- SWS 6325: Rhizosphere Biochemistry
- SWS 6366: Biodegradation and Bioremediation
- SWS 6448: Biogeochemistry of Wetlands and Aquatic Systems
- SWS 6454: Advanced Soil and Water Chemistry
- SWS 6456: Advanced Biogeochemistry
- SWS 6464C: Soil Mineralogy
- SWS 6622: Vadose Zone Hydrology
- SWS 6722: Soil-Landscape Modeling
- SWS 6905: Special Problems
- SWS 6910: Supervised Research
- SWS 6931: Seminar
- SWS 6932: Topics in Soils
- SWS 6940: Supervised Teaching
- SWS 6971: Research for Master's Thesis
- SWS 7979: Advanced Research
- SWS 7980: Research for Doctoral Dissertation

College of Agricultural and Life Sciences Courses

- ALS 5156: Agricultural Ecology Principles and Applications
- ALS 5364C: Molecular Techniques Laboratory
- ALS 5905: Individual Study
- ALS 5932: Special Topics
- ALS 6046: Grant Writing
- ALS 6921: Colloquium on Plant Pests of Regulatory Significance
- ALS 6925: Integrated Plant Medicine
- ALS 6930: Graduate Seminar
- ALS 6931: Plant Medicine Program Seminar
- ALS 6942: Principles of Plant Pest Risk Assessment and Management
- ALS 6943: Internship in Plant Pest Risk Assessment and Management
- BCH 5045: Graduate Survey of Biochemistry

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Soil and Water Sciences Department

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Chair: K. Ramesh Reddy
Graduate Coordinator: Max Teplitski

Complete faculty listing by department: Follow this link.

The Soil and Water Sciences Department offers Master of Science (thesis or professional non-thesis option) and Doctor of Philosophy degrees in soil and water sciences with the following specializations: ecology, environmental science, hydrologic science, and soil science. The Department also offers Master of Science (thesis or professional option) specialization in environmental science via distance education for place bound students (http://soils.ifas.ufl.edu/academics/degree-environscience.shtml). Requirements for the M.S. and Ph.D. degrees are given in the Graduate Degrees section of this catalog.

Soil and Water are vital resources in urban, agricultural, and natural ecosystems. The Soil and Water Sciences Department (SWSD) provides highly visible leadership in teaching, research, and extension/outreach programs as related to improving the productivity of agriculture with environmentally sound management practices, improving water quality, and protection and conservation of natural resources. Our department is one of the few in the nation that offers a comprehensive research and educational programs (molecular to landscape level) involving terrestrial, wetlands and aquatic ecosystems of the landscape. In addition to traditional on-campus educational programs, we use innovative e-technologies to offer educational programs to place-bound students. Our graduates and postdoctoral fellows are well placed at universities, state and federal agencies, and private industry.

The SWSD programs are designed to meet the changing needs of our clientele at state, national and international levels. To meet new challenges and explore new opportunities, the SWSD's research, teaching, and extension programs are focused in five areas, with broader implication to water quality, carbon sequestration, greenhouse gases, and climate change:

- Nutrient, Pesticide, and Waste Management
- Soil, Water, and Aquifer Remediation
- Carbon Dynamics and Ecosystem Services
- Landscape Analysis and Modeling
- Wetlands and Aquatic Ecosystems

The Department offers graduate level certificates in Biodegradation and Remediation, Soil Ecosystem Services, Sustainable Agroecosystems, Sustainable Land Resource and Nutrient Management and Wetland and Water Resource Management for both on-campus students and

via distance education for place bound students (http://soils.ifas.ufl.edu/academics/degree-certificates.shtml).

An additional option offered by the Department is a combined bachelor's/master's degree program that permits a B.S in Soil and Water Sciences or Interdisciplinary Studies – Environmental Management in Agriculture and Natural Resources and M.S. Degree to be completed in five years. Contact the graduate coordinator for more information.

For more information, please see the program page below and our website: http://soils.ifas.ufl.edu.

Programs

- Soil and Water Sciences

Return to: Colleges and Departments

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Program-Major/|Change_Name for request 11521

Info

Request: Soil and Water Sciences
Description of request: In March/April 2016, We Received Approval To Change Our Name From "Soil and Water Science Department" to "Soil and Water Sciences Department". This Change Was Requested To Better Reflect The Multiple Scientific Disciplines Within Our Department. This Same Rationale Also Applies To The Courses Required For The Graduate Major for PHD Degree Program.
Submitter: Lentz,Caroline caroline.lentz@ufl.edu
Created: 3/8/2017 3:15:01 PM
Form version: 2

Responses

Current Degree Program Name Doctor of Philosophy
CIP Code011201
Requested Name Change Change the name of a major.

Current Major Name Soil and Water Science
Proposed Major Name Soil and Water Sciences
Current Major CodeSLS
Proposed Major CodeN/A
Effective Term Summer
Effective Year2017
Pedagogical Rationale/Justification In March/April 2016, We Received Approval To Change Our Name From "Soil and Water Science Department" to "Soil and Water Sciences Department". This Change Was Requested To Better Reflect The Multiple Scientific Disciplines Within Our Department. This Same Rationale Also Applies To The Courses Required For The Graduate Major for PHD Degree Program.
Assessment Data ReviewN/A
Academic Learning Compact and Academic Assessment PlanN/A

Copied From Full Minutes

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

March 31, 2016

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

Time Convened: 1:42 p.m., EDT

Time Adjourned: 3:15 p.m. EDT

6.9 Name Change: Department of Soil and Water Sciences

Provost Glover noted that an "s" has been added to "Science" in the Department of Soil and Water Sciences' name, making "Science" plural, because multiple scientific disciplines are covered. This is so minor a change, in the nature of correcting a scrivener's error, that a formal process is unwarranted. The Committee concurred.

Newmans,Janice L

From: Holt,Rebecca J
Sent: Thursday, April 07, 2016 11:17 AM
To: Newmans,Janice L
Subject: FW: Change Department Name

4/1/16 No issues From BOT - change can be made.

FYI

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Sent: Monday, March 21, 2016 1:13 PM
To: Payne,Jack M <jackpayne@ufl.edu>
Cc: Glover,Joseph <jglover@aa.ufl.edu>; Keith,Jamie Lewis <jlkeith@UFL.EDU>; May,Cheryl D <cmay@aa.ufl.edu>; Holt,Rebecca J <bholt@aa.ufl.edu>
Subject: RE: Change Department Name

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Cc: Reddy, K. Ramesh <krr@ufl.edu>
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Thanks,
Jack

Jack M. Payne, Senior Vice President of Agriculture and Natural Resources
1008 McCarty Hall, University of Florida, Gainesville, FL 32611-0180
(352-392-1971) jackpayne@ufl.edu; @JackPayneIFAS; www.ifas.ufl.edu

Janice L. Newmans, Executive Administrative Assistant
(352-273-3453) jlne@ufl.edu

Doctor of Philosophy (Ph.D.)[T]
Aerospace Engineering[T]
Agricultural and Biological Engineering[T]
Geographic Information Systems[T]
Hydrologic Sciences[T]
Wetland Sciences[T]
Agricultural Education and Communication[T]
Tropical Conservation and Development[T]
Agronomy[T]
Global Systems Agroecology[T]
Toxicology[T]
Tropical Conservation and Development[T]
Animal Molecular and Cellular Biology[T]
Animal Sciences[T]
Animal Molecular and Cellular Biology[T]
Anthropology[T]
Historic Preservation[T]
Tropical Conservation and Development[T]
Women's/Gender Studies[T]
Art History[T]
Astronomy[T]
Biomedical Engineering[T]
Clinical and Translational Science[T]
Medical Physics[T]
Biostatistics[T]
Botany[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
Business Administration[T]
Accounting[T]
Finance[T]
Information Systems and Operations Management[T]
Insurance[T]
Management[T]
Marketing[T]
Quantitative Finance[T]
Real Estate and Urban Analysis[T]
Chemical Engineering[T]
Chemistry[T]
Clinical and Translational Science[T]
Imaging Science and Technology[T]
Civil Engineering[T]
Geographic Information Systems[T]
Hydrologic Sciences[T]
Wetland Sciences[T]
Classical Studies[T]

Coastal and Oceanographic Engineering[T]
Communication Sciences and Disorders[T]
Computer Engineering[T]
Computer Science[T]
Counseling and Counselor Education[T]
Marriage and Family Counseling[T]
Mental Health Counseling[T]
School Counseling and Guidance[T]
Counseling Psychology[T]
Criminology, Law, and Society[T]
Curriculum and Instruction[T]
Design, Construction, and Planning[T]
Construction Management[T]
Geographic Information Systems[T]
Historic Preservation[T]
Interior Design[T]
Landscape Architecture[T]
Urban and Regional Planning[T]
Economics[T]
Educational Leadership[T]
Educational Policy[T]
Electrical and Computer Engineering[T]
English[T]
Entomology and Nematology[T]
Environmental Engineering Sciences[T]
Geographic Information Systems[T]
Hydrologic Sciences[T]
Wetland Sciences[T]
Epidemiology[T]
Clinical and Translational Science[T]
Fisheries and Aquatic Sciences[T]
Ecological Restoration[T]
Geographic Information Systems[T]
Natural Resource Policy and Administration[T]
Wetland Sciences[T]
Food and Resource Economics[T]
Hydrologic Sciences[T]
Toxicology[T]
Tropical Conservation and Development[T]
Food Science[T]
Toxicology[T]
Forest Resources and Conservation[T]
Agroforestry[T]
Ecological Restoration[T]
Geographic Information Systems[T]
Geomatics[T]

Hydrologic Sciences[T]
Natural Resource Policy and Administration[T]
Toxicology[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
Genetics and Genomics[T]
Clinical and Translational Science[T]
Geography[T]
Climate Science[T]
Geographic Information Systems[T]
Hydrologic Sciences[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
Geology[T]
Climate Science[T]
Hydrologic Sciences[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
German[T]
Women's/Gender Studies[T]
Health and Human Performance[T]
Applied Physiology and Kinesiology[T]
Biobehavioral Science[T]
Clinical and Translational Science[T]
Exercise Physiology[T]
Health Behavior [T]
Historic Preservation[T]
Recreation, Parks, and Tourism[T]
Sport Management[T]
Health Services Research[T]
Higher Education Administration[T]
Educational Policy[T]
History[T]
Historic Preservation[T]
Women's/Gender Studies[T]
Horticultural Sciences[T]
Environmental Horticulture[T]
Horticultural Sciences[T]
Toxicology[T]
Human-Centered Computing[T]
Industrial and Systems Engineering[T]
Quantitative Finance[T]
Interdisciplinary Ecology[T]
Agricultural and Biological Engineering[T]
Agricultural Education and Communication[T]
Agronomy[T]

Anthropology[T]
Architecture[T]
Biochemistry and Molecular Biology[T]
Botany[T]
Business Administration[T]
Chemistry[T]
Civil Engineering[T]
Climate Science[T]
Coastal and Oceanographic Engineering[T]
Economics[T]
English[T]
Entomology and Nematology[T]
Environmental Engineering Sciences[T]
Family, Youth and Community Sciences[T]
Farming Systems[T]
Fisheries and Aquatic Sciences[T]
Food and Resource Economics[T]
Food Science[T]
Forest Resources and Conservation[T]
Foundations of Education[T]
Geographic Information Systems[T]
Geography[T]
Geology[T]
Health and Human Performance[T]
Horticultural Sciences[T]
Hydrologic Sciences[T]
Landscape Architecture[T]
Mathematics[T]
Microbiology and Cell Science[T]
Nuclear and Radiological Engineering[T]
Philosophy[T]
Political Science[T]
Religion[T]
Sociology[T]
Soil and Water Science[T]
Statistics[T]
Tropical Conservation and Development[T]
Urban and Regional Planning[T]
Veterinary Medical Sciences[T]
Wetland Sciences[T]
Wildlife Ecology And Conservation[T]
Women's/Gender Studies[T]
Zoology[T]
Linguistics[T]
Mass Communication[T]
Clinical and Translational Science[T]

Materials Science and Engineering[T]
Clinical and Translational Science[T]
Mathematics[T]
Imaging Science and Technology[T]
Quantitative Finance[T]
Mechanical Engineering[T]
Medical Sciences[T]
Biochemistry and Molecular Biology[T]
Cancer Biology[T]
Clinical and Translational Science[T]
Genetics[T]
Health Outcomes and Policy[T]
Imaging Science and Technology[T]
Immunology and Microbiology [T]
Molecular Cell Biology[T]
Neuroscience[T]
Physiology and Pharmacology[T]
Toxicology[T]
Microbiology and Cell Science[T]
Toxicology[T]
Music[T]
Composition[T]
Music History and Literature[T]
Music Education[T]
Nuclear Engineering Sciences[T]
Imaging Science and Technology[T]
Nursing Sciences[T]
Clinical and Translational Science[T]
Nutritional Sciences[T]
Clinical and Translational Science[T]
Pharmaceutical Sciences[T]
Clinical and Translational Science[T]
Clinical Pharmaceutical Sciences[T]
Medicinal Chemistry[T]
Pharmaceutical Outcomes and Policy[T]
Pharmacodynamics[T]
Pharmacy[T]
Toxicology[T]
Philosophy[T]
Physics[T]
Imaging Science and Technology[T]
Plant Molecular and Cellular Biology[T]
Toxicology[T]
Plant Pathology[T]
Toxicology[T]
Political Science[T]

Educational Policy[T]
Tropical Conservation and Development[T]
Psychology[T]
Clinical and Health Psychology[T]
Clinical and Translational Science[T]
Women's/Gender Studies[T]
Public Health[T]
Environmental Health[T]
One Health[T]
Social and Behavioral Sciences[T]
Rehabilitation Science[T]
Clinical and Translational Science[T]
Religion[T]
Tropical Conservation and Development[T]
Women's/Gender Studies[T]
Research and Evaluation Methodology [T]
Romance Languages[T]
French and Francophone Studies[T]
Spanish[T]
School Counseling and Guidance[T]
School Psychology[T]
Sociology[T]
Tropical Conservation and Development[T]
Women's/Gender Studies[T]
Soil and Water Sciences[T]
Climate Science[T]
Geographic Information Systems[T]
Global Systems Agroecology[T]
Hydrologic Sciences[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
Special Education[T]
Statistics[T]
Quantitative Finance[T]
Veterinary Medical Sciences[T]
Animal Molecular and Cellular Biology[T]
Clinical and Translational Science[T]
Toxicology[T]
Wildlife Ecology and Conservation[T]
Geographic Information Systems[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]
Zoology[T]
Animal Molecular and Cellular Biology[T]
Tropical Conservation and Development[T]
Wetland Sciences[T]

Soil and Water Sciences

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College

College of Agricultural and Life Sciences

Department/School

Soil and Water Sciences Department

Soil and Water Sciences Program Information

The Soil and Water Sciences Department offers Master of Science (thesis or professional non-thesis option) and Doctor of Philosophy degrees in soil and water sciences with the following specializations: ecology, environmental science, hydrologic science, and soil science. The department also offers Master of Science (thesis or professional option) specialization in environmental science via distance education for place bound students (http://soils.ifas.ufl.edu/academics/degree-environscience.shtml). Requirements for the M.S. and Ph.D. degrees are given in the Graduate Degrees section of this catalog.

Students can also develop specializations in several interdisciplinary areas including biogeochemistry, ecology, geographic information systems, hydrologic science, tropical agriculture, turfgrass management, and wetland science. The Department emphasizes (but is not limited to) the following research areas:

- Nutrient, Pesticide, and Waste Management
- Soil, Water, and Aquifer Remediation
- Carbon Dynamics and Ecosystem Services
- Landscape Analysis and Modeling
- Wetlands and Aquatic Ecosystems

Interests of the student and faculty, the facilities, and funding available will determine the student's research area. A specific program of study is prepared by an appointed supervisory committee for each student. Students will present a thesis or dissertation in their major field (M.S. thesis option and Ph.D.). In addition, Ph.D. candidates must pass a qualifying examination covering several areas of soil and water sciences and related fields.

Prerequisites: Students who expect to do graduate work in the Soil and Water Sciences Department should hold a bachelor's degree from an accredited college or university with a major in soil and water sciences or the equivalent background in another field of science.

Graduate students should have backgrounds in biology, chemistry, physics, and mathematics and knowledge of basic soil and water sciences.

For more information, please see our website: http://soils.ifas.ufl.edu.

Degrees Offered with a Major in Soil and Water Sciences

Doctor of Philosophy

without a concentration

concentration in Climate Science

concentration in Geographic Information Systems

concentration in Global Systems Agroecology

concentration in Hydrologic Sciences

concentration in Tropical Conservation and Development

concentration in Wetland Sciences

Master of Science

without a concentration

concentration in Agroecology

concentration in Climate Science

concentration in Geographic Information Systems

concentration in Hydrologic Sciences

concentration in Tropical Conservation and Development

concentration in Wetland Sciences

Soil and Water Sciences Departmental Courses

- AGG 5607: Communicating in Academia
- ALS 5027: Reusable Learning Objects
- ALS 5155: Global Agroecosystems
- CWR 6537: Contaminant Subsurface Hydrology

- SWS 5050: Soils for Environmental Professionals
- SWS 5050L: Soils for Environmental Professionals Laboratory
- SWS 5115: Environmental Nutrient Management
- SWS 5132: Tropical Soil Management
- SWS 5182: Earth System Analysis
- SWS 5208: Sustainable Agricultural and Urban Land Management
- SWS 5234: Environmental Soil, Water, and Land Use
- SWS 5235: South Florida Ecosystems
- SWS 5224: Environmental Biogeochemistry
- SWS 5246: Water Resource Sustainability
- SWS 5247: Hydric Soils
- SWS 5248: Wetlands and Water Quality
- SWS 5305C: Soil Microbial Ecology
- SWS 5308: Ecology of Waterborne Pathogens
- SWS 5406: Soil and Water Chemistry
- SWS 5424C: Soil Chemical Analysis
- SWS 5551: Soils, Water, and Public Health
- SWS 5605C: Environmental Soil Physics
- SWS 5716C: Environmental Pedology
- SWS 5721C: GIS in Land Resource Management
- SWS 5805: Environmental Soil and Water Monitoring Techniques
- SWS 6134: Soil Quality
- SWS 6136: Soil Fertility
- SWS 6161: Bioavailability of Soil Nutrients
- SWS 6209: Urban Soil and Water Systems
- SWS 6262: Soil Contamination and Remediation
- SWS 6323: Advanced Microbial Ecology
- SWS 6325: Rhizosphere Biochemistry
- SWS 6366: Biodegradation and Bioremediation
- SWS 6448: Biogeochemistry of Wetlands and Aquatic Systems
- SWS 6454: Advanced Soil and Water Chemistry
- SWS 6456: Advanced Biogeochemistry
- SWS 6464C: Soil Mineralogy
- SWS 6622: Vadose Zone Hydrology
- SWS 6722: Soil-Landscape Modeling
- SWS 6905: Special Problems
- SWS 6910: Supervised Research
- SWS 6931: Seminar
- SWS 6932: Topics in Soils
- SWS 6940: Supervised Teaching
- SWS 6971: Research for Master's Thesis
- SWS 7979: Advanced Research
- SWS 7980: Research for Doctoral Dissertation

College of Agricultural and Life Sciences Courses

- ALS 5156: Agricultural Ecology Principles and Applications
- ALS 5364C: Molecular Techniques Laboratory
- ALS 5905: Individual Study
- ALS 5932: Special Topics
- ALS 6046: Grant Writing
- ALS 6921: Colloquium on Plant Pests of Regulatory Significance
- ALS 6925: Integrated Plant Medicine
- ALS 6930: Graduate Seminar
- ALS 6931: Plant Medicine Program Seminar
- ALS 6942: Principles of Plant Pest Risk Assessment and Management
- ALS 6943: Internship in Plant Pest Risk Assessment and Management
- BCH 5045: Graduate Survey of Biochemistry

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Soil and Water Sciences Department

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Chair: K. Ramesh Reddy
Graduate Coordinator: Max Teplitski

Complete faculty listing by department: Follow this link.

The Soil and Water Sciences Department offers Master of Science (thesis or professional non-thesis option) and Doctor of Philosophy degrees in soil and water sciences with the following specializations: ecology, environmental science, hydrologic science, and soil science. The Department also offers Master of Science (thesis or professional option) specialization in environmental science via distance education for place bound students (http://soils.ifas.ufl.edu/academics/degree-environscience.shtml). Requirements for the M.S. and Ph.D. degrees are given in the Graduate Degrees section of this catalog.

Soil and Water are vital resources in urban, agricultural, and natural ecosystems. The Soil and Water Sciences Department (SWSD) provides highly visible leadership in teaching, research, and extension/outreach programs as related to improving the productivity of agriculture with environmentally sound management practices, improving water quality, and protection and conservation of natural resources. Our department is one of the few in the nation that offers a comprehensive research and educational programs (molecular to landscape level) involving terrestrial, wetlands and aquatic ecosystems of the landscape. In addition to traditional on-campus educational programs, we use innovative e-technologies to offer educational programs to place-bound students. Our graduates and postdoctoral fellows are well placed at universities, state and federal agencies, and private industry.

The SWSD programs are designed to meet the changing needs of our clientele at state, national and international levels. To meet new challenges and explore new opportunities, the SWSD's research, teaching, and extension programs are focused in five areas, with broader implication to water quality, carbon sequestration, greenhouse gases, and climate change:

- Nutrient, Pesticide, and Waste Management
- Soil, Water, and Aquifer Remediation
- Carbon Dynamics and Ecosystem Services
- Landscape Analysis and Modeling
- Wetlands and Aquatic Ecosystems

The Department offers graduate level certificates in Biodegradation and Remediation, Soil Ecosystem Services, Sustainable Agroecosystems, Sustainable Land Resource and Nutrient Management and Wetland and Water Resource Management for both on-campus students and

via distance education for place bound students (http://soils.ifas.ufl.edu/academics/degree-certificates.shtml).

An additional option offered by the Department is a combined bachelor's/master's degree program that permits a B.S in Soil and Water Sciences or Interdisciplinary Studies – Environmental Management in Agriculture and Natural Resources and M.S. Degree to be completed in five years. Contact the graduate coordinator for more information.

For more information, please see the program page below and our website: http://soils.ifas.ufl.edu.

Programs

- Soil and Water Sciences

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Form 1

Format and Guidelines for Institutes/Centers

Sample Cover Sheet for a State of Florida or University Institute/Center Proposal

(International Center for Adaptation Planning and Design)

(02/22/2017)

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 goa1s of the institution(s).

University of Florida University Submitting Proposal	President	4/12/17 Date
Research Center Type of Institute/Center	Senior Vice President	4/4/17 Date
March 1, 2017 Proposed Implementation Date	Vice President for Research	4/5/17 Date
15 Associated Discipline (2-digit CIP)	Dean of School or College	03/28/2017 Date
Zhong-Ren Peng 2/22/2017 Proposed Institute/Center Director (if known) Date	Vice President for ~~Finance, Administration, and Planning~~ (as appropriate)	4/24/17 Date
	Other President(s)/ Administrator(s)	Date (as appropriate)

Form Ia **For UF Internal Use Only**

Indirect Cost Return for Proposed Center

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

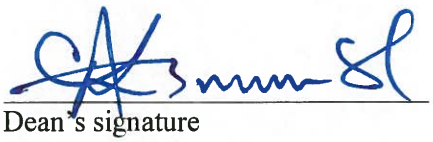
Date: 02/16/2017

Institute or Center Name: International Center for Adaptation Planning and Design

College: College of Design, Construction& Planning

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:	International Center for Adaptation Planning and Design		
I/C Code:	**University:** University of Florida	**I/C Type:**	university centers
I/C Director:	Zhong-Ren Peng	**Discipline(s) (2-Digit CIPs):**	
I/C Address:	135 ARCH PO BOX 115706, GAINESVILLE, FL 326115706, United States		
I/C Telephone:	(352) 294-1491	**I/C E-Mail Address:**	zpeng@ufl.edu
I/C SUNCOM:		**I/C Web Site Address:**	
I/C FAX:		**Affiliated Universities:**	University of Florida

Mission and Areas of Focus

Mission Statement: (No more than 120 words)	The vision of the ICAPD is for it to become the preeminent research and education center for adaptation planning and design at the coastal areas in response to changes in natural and built environment. The mission of the ICAPD is to study impacts of natural hazards and develop adaptive strategies in response to changes in natural and built environment from the empirical and theoretical perspectives, and to provide guidance to coastal communities to take proactive adaptation actions to increase their resiliency and adaptability. Specifically, the objectives of ICAPD are to: 1. Develop, assess and evaluate vulnerability and adaptation planning and design measures to increase the resiliency and adaptability of coastal communities. 2. Develop new tools to facilitate adaptation planning, design and decision making for the coastal communities. 3. Provide learning opportunities for planning and design students interested in adaptation planning and design. 4. Work with coastal communities to provide guidance of effective adaptation planning and design measures and implementation tools.
Key Terms:	Infrastructure, Adaptation Planning, Resiliency Vulnerability Analysis, Climate change, Sea-Level Rise

Form 3

I/C Code:		I/C Name: International Center for Adaptation Planning and Design		
Prepared By: Zhong-Ren Peng		**Date:** 2/16/2017	**Telephone:** (352) 294-1491	

Estimated Expenditures for the Institute/Center		**FISCAL YEAR:**		**2017-1018**		
		Budgetary Unit:*		1502-E&G		
		SUS Appropriated Funds	**Contracts and Grants**	**Fees for Services**	**Private & Other (Specify)**	**Total**
Salaries & Benefits	**Faculty, TEAMS, & USPS**					
Other Personal Services	**Post Doc**		57,161			57,161
	Graduate Assistants		6,140			6,140
	Other					
Expenses			36,300			36,300
Operating Capital Outlay						
Total Expenditures			99,602			99,602

Positions and Rate	**SUS Appropriated Funds**	**Contracts and Grants**	**Fees for Services**	**Private & Other (Specify)**	**Total**
Faculty Positions (FTE in Personyears)		0.33			0.33
TEAMS and USPS Positions (FTE in Personyears)		1.00			1.00
Total Positions (FTE in Personyears)		1.33			1.33
Sum of Salary Rates for These Faculty Positions		49,038			49,038
Sum of Salary Rates for These TEAMS and USPS Positions		57,161			57,161
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions		106,199			106,199

*** Budgetary Unit: Specify E&G, IFAS, or UF-HSC**

Guidelines for Proposals to establish New Centers

Center Name: International Center for Adaptation Planning and Design

Proposal Narrative:

Introduction

Survival of the adaptable is the principle of human development. Adaptability, more than resilience, is fundamental for survival and development of the natural and built environment. As climate change has created the most vulnerable conditions in many regions in the world that may cause dramatic losses in the future, a study of adaptability at different levels (e.g., individual, community, and country) would be essential for governments and local communities to take actions to mitigate the losses and to adapt to the change.

Adaptation is defined as the planned or unplanned, reactive or anticipatory, successful or unsuccessful response of a system to a change in its environment. It is a social, political, and economic process, rather than just a technical exercise. Research and policy action on planning for adaptation of cities and towns is now emerging (IPCC, 2007b). But it is critical important to study ways with the most effective and cost-efficient means of adaptation to climate change and sea level rise, particularly for the most vulnerable coastal areas.

Therefore, the center piece of this proposed research center is study the relationship between urban plans/designs and resilience/adaptability, and how to plan and design our cities to be more adaptive and resilient, and more importantly on how to rally public support to the new adaptation strategy. For fulfil this aim, this research center will bring diverse expertise from urban and regional planning, architecture, landscape architecture, construction, economics, climate change science, civil and coastal engineering, geography and geology to conduct interdisciplinary research about adaptation planning and community resiliency.

A. Mission Statement and Goals:

Vision:

The vision of the ICAPD is for it to become the preeminent research and education center for adaptation planning and design at the coastal areas in response to changes in natural and built environment.

Mission:

The mission of the ICAPD is to study impacts of natural hazards and develop adaptive strategies in response to changes in natural and built environment from the empirical and theoretical perspectives, and to provide guidance to coastal communities to take proactive adaptation actions to increase their resiliency and adaptability. Specifically, the objectives of ICAPD are to:

1. Develop, assess and evaluate vulnerability and adaptation planning and design measures to increase the resiliency and adaptability of coastal communities.
2. Develop new tools to facilitate adaptation planning, design and decision making for the coastal communities.
3. Provide learning opportunities for planning and design students interested in adaptation planning and design.
4. Work with coastal communities to provide guidance of effective adaptation planning and design measures and implementation tools.

B. Proposed Activities:

The ICAPD will seek research grants, conduct research, work with local communities to disseminate knowledge to local government agencies, planners, designers and NGOs, and provide education opportunities to graduate students. The center's major activities include the following.

- **Research:**

1. To conduct research on the social, political, economic, and infrastructure impacts of climate change and sea level rise at the local, state and national levels;
2. To discover, develop and evaluate adaptation planning measures in response to climate change and sea level rise;
3. To foster resilient, adaptive and sustainable communities - particularly along the nation's coastline.

- **Dissemination & Outreach:**
  1. To disseminate scientific information on climate change and sea level rise and adaptation and mitigation measures to stakeholders at all levels.
  2. To Undertake pilot projects designed to improve resilience and adaptability along Florida's coastal areas.
  3. To develop simulation models and tools that will directly help coastal communities in their adaptation planning and decision making processes.
  4. To develop scenarios and guidelines for decision makers to build capacity to anticipate the future hazards.

- **Education**
  1. Provide funding and research opportunities to graduate students.
  2. Provide internship opportunities to graduate students.
  3. Provide continuation courses and materials to practice professionals.

Explain the plans to apply for external funding

The ICAPD plan to apply for different external funding through submitting grant proposals to several agencies such as; the National Science Foundation, the Florida Sea Grant, and the national NOAA research and development program in "Resilient Coastal Communities and Economies". Furthermore, the ICAPD also plan to submit proposals to the Federal Transit Administration of the US Department of Transportation which has recently announced the new project and allocated initial $5.7 billion dollars to fund research projects to develop climate resilient transit system in the United State, the Robert Wood Johnson Foundation Gulf of Mexico Resilience grant which has provided $10 millions for the Gulf Research Program of the National

Academies of Sciences, Engineering, and Medicine, and the NOAA Resilient Coast program which provides $20M for research grants.

Describe the advantages of the center over current structure

The College of DCP contributes to local, national and international efforts to conserve and improve the quality of the natural and built environments through its research and outreach. The focus of the proposed center is different from the other centers and institutes within School of Landscape Architecture and Planning, which includes:

1. *Center for Building Better Communities:* conducts applied research and advocates for innovation in partnerships, collaborative planning, and citizen participation in public life. The Center organizes and facilitates community charrettes and community-led development of new plans, elements, and codes, collaborating with governments and organizational partners on urban design and redevelopment, conservation planning, arts and culture planning, and the transformation of government.
2. *Center for Health and the Built Environment:* is a research center focused on addressing the relationship of the built environment to health outcomes with special attention to vulnerable populations. The Center is interdisciplinary in focus and involves all five design disciplines in the College of Design, Construction and Planning: urban planning, building construction, interior design, landscape architecture, and architecture. It focuses on issues and policies to promote more active living through the design of physical space and environments to promote healthy communities for all people, especially those disproportionately affected by the consequences of poverty and poor land use planning.
3. *Geo-Facilities Planning and Information Research Center (GeoPlan Center)*: was established as a response to local and statewide needs for a teaching and research environment in Geographic Information Systems (GIS). The UF GeoPlan Center works to support land use, transportation, and environmental planning in the State of Florida by providing geospatial and planning expertise, data, training, and education to the stakeholders involved in the planning process.
4. *Center for Landscape Conservation Planning*, conducts applied research on the relationship between conservation and land use while providing learning

opportunities for students. Results of the Center's research are used to influence public policy through education and direct involvement in the application of relevant science, technology, and planning principles and methods to conservation analysis, planning, and management. A primary goal is research and education regarding the importance of protecting green infrastructure.

5. *The Florida Climate Institute (FCI):* a multi-disciplinary network of national and international research and public organizations, scientists, and individuals concerned with developing climate models to achieve a better understanding of climate variability and change.
6. *The Florida Resilient Communities Initiative (FRCI) offers communities the technical and capacity building expertise of the faculty, staff, and students of DCP and IFAS in the built and natural environments, creates and sustains local communities and regions faced with various threats, including natural hazards and resource constraints, as well as market hazards resulting from public and private actions. FRCI also partners with the Florida Planning and Design Group, a collaborative enterprise of leading Florida-based consultants, on projects amenable to academic expertise.*

Describe record in successfully garnering extramural funds

Here are some selected research grants of Dr. Zhong-Ren Peng in the recent 6 years:

1. Economic Analysis Framework for Freight Transportation Based on Florida Statewide Multi-Modal Freight Model, Sponsored by Florida Department of Transportation, $339,930, August 2016 – Febryary 2018, Role: Principal Investigator.
2. Identifying Tipping Points and Willingness to Pay for Adaptation Strategies to Sea Level Rise, UF/IFAS Climate Change Seed Funding, $149,931, February 2016 – June 2017, Role: Co-PI
3. Coastal SEES (Track 1): Planning for hydrologic and ecological impacts of sea level rise on sustainability of coastal water resources, Sponsored by National Science Foundation, $476,904, August 2013 – July 2016, Role: Co-Principal Investigator.

4. Development of Sea Level Rise Adaptation Planning Procedures and Tools Using NOAA Sea Level Rise Impacts Viewer, Sponsored by NOAA, $185,000, Feb. 2012 – Jan. 2014, Role: Principal Investigator.
5. A Parameterized Climate Change Projection Model for Hurricane Flooding, Wave Action, Economic Damages, and Population Dynamics, sponsored by NOAA, $400,000, September 2009-January 2014, Role, Co-Principal Investigator.
6. A Spatial-Temporal Econometric Model to Estimate Costs and Benefits of Sea-Level Rise Adaptation Strategies, sponsored by Florida Sea Grant, $300,000, Feb. 2012 – August 2014, Role, Co-Principal Investigator.
7. Florida Model Information eXchange System (MIXS), sponsored by Florida Department of Transportation, $183,315, July 2011 - Dec. 2012, Role: Co-PI.
8. Transportation, Land Use and Air Quality Modeling, Sponsored by the Regional Planning Council of North Central Florida, $154,700, July 2010 – June 2014, Role: Principal Investigator.
9. Development of a Prototype Land Use Model for Statewide Transportation Planning Activities, sponsored by the Florida Department of Transportation, $225,000, January 2009 – November 2011, Role: Principal Investigator.

C. Reporting Structure:

The International Center for Adaptation Planning and Design is affiliated with the School of Landscape Architecture and Planning at the College of Design, Construction and Planning. It will report to the School Director and the College Dean.

D. Administrative structure:

The Center's Director is Dr. Zhong-Ren Peng. The Affiliated Center faculty and staff include Kathryn Frank and Ruth Steiner (Urban and Regional Planning), Jonathon Martin (Geology), Arnoldo Valle-Levinson (Coastal Engineering), Sivaramakrishnan, Srinivasan (Transportation Engineering), David O. Prevatt (Civil Engineering), Chunrong Ai (Economics), Xiang Bi and Zhifeng Gao (Food & Resources Economics), Song Liang (Environment & Global Health), more to be added.

E. *The proposal should describe the adequacy of the space and facilities for the center or institute and address needs for additional space required to achieve the goals of the center or institute.*

ICAPD will be located in ARC building, room 135, currently the location of the Adaptation Planning Lab. No additional space is needed.

F. *The proposal should include a budget plan. Particular attention should be given to the long-term financing, particularly if start-up funds are being requested.*

The Center Director Dr. Peng has about $350,000 research grants. In addition, he has submitted the following three other grant proposals:

- "Enhancing Resiliency of Vulnerable Mobile Home Communities along the Gulf Coast," Submitted to the Gulf Research Program of the National Academy of Science, November 2016, budget requested: $1.85M, role: PI.
- "Resilient Transportation Infrastructure Planning: Go Beyond Vulnerability Assessment," submitted to Florida Sea Grant in February 2017, budget requested: $200,000, role: PI
- "Vulnerability Assessment and Adaptation Planning of Tampa Bay's Transportation System," to be submitted to NOAA by March 15, 2017, budget request: $1.0M, role: PI.

UF UNIVERSITY of FLORIDA

College of Design, Construction and Planning
Office of the Dean

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March 28, 2017

Dr. David Norton
Vice President for Research
University of Florida
Gainesville, FL 32611

Dear Dr. Norton:

RE: International Center for Adaptation Planning and Design (ICAPD)

This is to confirm my support for the proposed International Center for Adaption Planning and Design (ICAPD), which has received internal support from all levels of the College.

The proposed center plans to undertake research related to sea-level rise, sustainability and urban planning & design. This is highly complementary to the proposed Florida Institute for Built Environment (FIBER) and Dr. Peng fully understands the need to explore collaborative opportunities with the new faculty that the College is hiring for the Institute.

I look forward to your approval of the center, as it will enable Dr. Zhong-Ren Peng and his colleagues in the center to pursue more multi-disciplinary research activities and be more competitive in externally-funded research programs.

Sincerely,

Chimay J. Anumba, FREng, DSc, PhD, Dr.h.c.
Dean and Professor

UF UNIVERSITY of FLORIDA

College of Design, Construction and Planning
School of Landscape Architecture and Planning
Department of Urban and Regional Planning

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November 15, 2016

Dear Mark McGlothlin and Members of the DCP Faculty Council,

I am writing to document the support of the School of Landscape Architecture and Planning for the proposed International Center for Adaptation Planning and Design (ICAPD). First let me say as the Director of the School of Landscape Architecture and Planning, I strongly support the ICAPD. The reasons for establishing the center include the recognition of research excellence at UF in adaptation planning and design in response to sea level rise and climate change in Florida, the U.S. and the world, coordination to facilitate applying for research grants, and a center that focuses the School's collaborative research in this field. This collaborative approach will further strengthen the research already underway in these significant areas.

Further, the center has secured support from our faculty through a series of meetings. At our Urban and Regional Planning (URP) faculty meeting of April 8, 2016, Zhong-Ren circulated and reviewed his proposal for a new interdisciplinary center focused on issues of sea level rise and climate change. He reported that he discussed this proposal with a number of stakeholders in the department, college, and around campus, including the GeoPlan Center, Florida Resilient Communities Initiative, and Climate Change Institute. He addressed the focus on policy, models/tools, and community involvement. The URP faculty unanimously approved the proposal. In September 2016, Zhong-Ren presented his proposal to the Landscape Architecture faculty at their meeting. Following that meeting, Zhong-Ren brought his proposal to the School of Landscape Architecture and Planning (SLA&P) faculty meeting on September 29, 2016 and answered additional questions about the ICAPD. In order to allow full SLA&P faculty input, a vote was taken following the meeting in which all faculty participated. Given the interdisciplinary nature of this center and its focus on critical issues central to the research of a number of SLA&P faculty, the majority (17 of 19, with 1 no and 1 abstain) voted to support the proposed center. Please feel free to contact me if you need any further information as you consider your support of this proposal.

Sincerely yours,

Kristin Larsen

Kristin Larsen, Associate Professor
Director, School of Landscape Architecture and Planning

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	600	None	450	---
Rented	---	---	---	---
New Construction	---	---	---	---