



**Board of Trustees  
Educational Programs Committee**

**March 21, 2013**

**9:45 a.m. – 10:45 a.m.**

**Live Oak Center**

**Conference call-in phone #800-442-5794, passcode 463796**

**AGENDA**

**I. CALL TO ORDER**

Ida Cook  
*Chair, Educational Programs Committee*

**II. ROLL CALL**

Susan Foisy  
*Senior Administrative Assistant to the  
Executive Vice Provost*

**III. NEW BUSINESS**

Chair Cook

- Conferral of Degrees (EPC-1)

Tony G. Waldrop  
*Provost and Executive Vice President*

- 2015-16 Proposed Academic  
Calendar (EPC-2)

Maribeth Ehasz  
*Vice President for Student  
Development and Enrollment Services*  
DeLaine Priest  
*Associate Vice President for  
Student Development and  
Enrollment Services*

- New Degree Programs (EPC-3a-b)
  - Criminal Justice, Ph.D.
  - Photonic Science and Engineering, B.S.

C. Ross Hinkle  
*Interim Vice Provost and Dean  
of the College of Graduate Studies*  
Elliot Vittes  
*Interim Vice Provost and Dean of the  
Office of Undergraduate Studies*

- Centers and Institutes Review Results  
(INFO-1)

Diane Z. Chase  
*Executive Vice Provost*

- Provost's update

Tony G. Waldrop

**IV. OTHER BUSINESS**





Board of Trustees  
**Educational Programs Committee**

January 21, 2013

Live Oak Center

Conference call-in phone #800-442-5794, passcode 463796

**MINUTES**

**CALL TO ORDER**

Trustee Ida Cook, chair of the Educational Programs Committee, called the meeting to order at 10:00 a.m. Committee members Robert Garvy and Richard Crotty were present. Committee member John Sprouls and Ray Gilley attended via teleconference. Board of Trustees members Olga Calvet, Michael Grindstaff, and Cortez Whatley were present.

**MINUTES**

The minutes from the November 15, 2012, meeting were approved as written.

**NEW BUSINESS**

The Burnett Honors College (INFO-1)

Alvin Wang, Dean of The Burnett Honors College, provided a brief overview of the college and introduced three students who described their accomplishments and the opportunities that are provided by the college and UCF.

Anxiety Disorders Clinic and Posttraumatic Stress Disorder Clinic (INFO-2)

Deborah Beidel, Professor and Director of the Doctoral Program in Clinical Psychology, updated the Educational Programs Committee on the clinics' activities. These clinics serve several functions including training students, providing clinical services to the community, and implementing clinical research trials.

Provost's Update

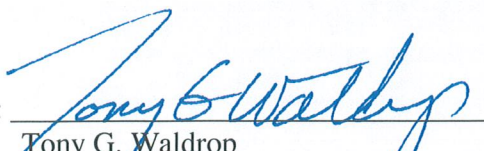
For the benefit of new Board of Trustee members, Tony Waldrop, Provost and Executive Vice President, introduced Abe Pizam, Dean of the Rosen College of Hospitality Management, who provided a brief overview of his college.

Waldrop announced that the name of the Women's Research Center has been changed to the UCF Center for Success of Women Faculty and that an internal search for a director of the center is in progress.

Waldrop updated the committee on the search for vice provost of regional campuses and the search for dean of the College of Engineering and Computer Science. Four finalists have been selected in both searches. On-campus interviews are presently taking place for the vice provost position, and interviews for the dean position are expected to take place within the next few weeks.

Chair Cook adjourned the Educational Programs Committee meeting at 11:00 a.m.

Respectfully submitted:

  
Tony G. Waldrop  
Provost and Executive Vice President

March 6, 2013

Date

**ITEM: EPC-1**

**EDUCATIONAL PROGRAMS COMMITTEE**

University of Central Florida

**SUBJECT:** Conferral of Degrees

**DATE:** March 21, 2013

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**PROPOSED BOARD ACTION**

Concurrence: Conferral of degrees at the Spring 2013 commencement ceremonies.

**BACKGROUND INFORMATION**

UCF expects to award the following degrees at the Spring 2013 commencement ceremonies on May 2-4, 2013:

6,892	baccalaureate degrees
1,078	master's degrees
<u>133</u>	doctoral and specialist degrees
<b>8,103</b>	<b>Total</b>

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**Supporting documentation:** Registrar's Graduation Count

**Prepared by:** Amy Swinford, Senior Administrative Assistant to the Vice President and  
Chief of Staff

**Submitted by:** John C. Hitt, President



## UCF Spring 2013 Commencement

**Note:** Procession of graduates begins 20 minutes prior to each ceremony.

\*Projected Attending (Baccalaureate only) is an estimate based on 70% attending rate

[illegible]



**EDUCATIONAL PROGRAMS COMMITTEE**  
**University of Central Florida**

**SUBJECT:** 2015-16 Academic Calendar

**DATE:** March 21, 2013

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**PROPOSED BOARD ACTION:**

Approval of 2015-16 UCF academic calendar.

**BACKGROUND INFORMATION:**

The Board of Governors requires that the Board of Trustees approve the university's academic calendar. The attached 2015-16 calendar developed by the UCF Academic Calendar Committee has been approved by Provost Waldrop and will be submitted to the Board of Governors for final approval to ensure compliance with the guidelines for academic calendars established in Rule 6C-8.001.

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**Supporting documentation:** 2015-16 Proposed Academic Calendar

**Prepared by:** Maribeth Ehasz, Vice President for Student Development and Enrollment Services  
DeLaine Priest, Associate Vice President for Student Development and Enrollment Services

**Submitted by:** Tony Waldrop, Provost and Vice President for Academic Affairs



EVENT	Fall 2015	Spring 2016	SU A (6 wks) 2016	B (6 wks) 2016	C (12 wks) 2016	D (9 wks) 2016
Classes Begin	24-Aug	11-Jan	16-May	27-Jun	16-May	16-May
Withdraw Date	2-Nov	23-Mar	9-Jun	21-Jul	5-Jul	21-Jun
Last Day of Class	7-Dec	26-Apr	24-Jun	5-Aug	5-Aug	15-Jul
Study Day	8-Dec	27-Apr	-	-	-	-
Final Exams	12/9 - 12/15	4/28 - 5/4	-	-	-	-
Grades Due	18-Dec	9-May	29-Jun	10-Aug	10-Aug	20-Jul
Degree Conferral Date	18-Dec	5-May	6-Aug	6-Aug	6-Aug	6-Aug
Certifications	19-Dec	10-May	11-Aug	11-Aug	11-Aug	11-Aug
Commencement	12/18 and 12/19	5/5 - 5/7	6-Aug	6-Aug	6-Aug	6-Aug
Number of Class Days	79	78	29	29	58	58
Number of Final Exam Days	6	6	-	-	-	-
Total Number of Instructional Days	85	84	29	29	58	43
<b>Grand Total Number of Instructional Days</b>						
<b>227</b>						
Total Instructional Days*	Fall 2015	Spring 2016	A (6 weeks)	B (6 weeks)	C (12 weeks)	D (9 weeks)
August 2015	6.5	-	-	-	-	-
September 2015	23	-	-	-	-	-
October 2015	24.5	-	-	-	-	-
November 2015	19.5	-	-	-	-	-
December 2015	11.5	-	-	-	-	-
January 2016	-	15.5	-	-	-	-
February 2016	-	23	-	-	-	-
March 2016	-	19.5	-	-	-	-
April 2016	-	23	-	-	-	-
May 2016	-	3	11	-	11	-
June 2016	-	-	18	4	22	22
July 2016	-	-	-	20	20	10
August 2015	-	-	-	5	5	11
Totals	85	84	29	29	58	43
Class Meeting Days**	Fall 2015	Spring 2016	A (6 weeks)	B (6 weeks)	C (12 weeks)	D (9 weeks)
M-W-F	44	42	17	17	34	25
M-T-W-R	58	57	23	23	46	34
M-T-W-R-F	72	71	29	29	58	43
M-W	29	28	11	11	22	16
T-R	29	29	11	12	23	17
M T	15	14	5	5	11	10
W	15	15	6	6	12	12
R	14	14	6	6	12	12
F	14	14	6	6	12	12
S#	14	14	6	6	12	12
	14 (7)	14 (7)	-	-	-	-

\* Does include final exam days

Holidays: Sep 7; Nov 11; Nov 26-28; Jan 18; Mar 7-12 (Spring Break); May 30; Jul 4

\*\* Does not include final exams

# Saturday is counted as one-half an instructional day



ITEM: EPC-3a-b

# NEW DEGREE PROGRAM PROPOSAL



**New Program Development Plan for 2011-12 through 2014-15**

2011-12	2012-13		2013-14		2014-15	
	July 2012	March 2013	July 2013	March 2014	July 2014	March 2015
March 2012						
Hospitality Management RCHM (R)	Women's Studies CAH (B)	Criminal Justice COHPA (R)	Public Health I (M)	Biomedical Engineering CECS (M)		Biomedical Engineering CECS (R)
		Photonics	Cognitive Sciences and Cognitive Systems CAH (M)	Communication and Conflict		Public Health
		Optics (B)		COS (B)		I (R)
				Communication Sciences and Disorders COHPA (R)		Biomedical Engineering CECS (B)
				Arts Management		
				CAH (M)		

CAH = College of Arts and Humanities  
 CDM = College of Dental Medicine  
 CECS = College of Engineering and Computer Science  
 COE = College of Education  
 COHPA = College of Health and Public Affairs  
 COS = College of Sciences  
 I = Interdisciplinary  
 Optics = College of Optics and Photonics  
 RCHM = Rosen College of Hospitality Management

B = Bachelor's Degree Program  
 M = Master's Degree Program  
 P = Professional Doctoral Degree Program  
 R = Research Doctoral Degree Program  
 PSM = Professional Science Master's Degree Program



**EDUCATIONAL PROGRAMS COMMITTEE**  
University of Central Florida

**SUBJECT:** Criminal Justice, Ph.D.

**DATE:** March 21, 2013

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**PROPOSED BOARD ACTION**

Request to submit the Criminal Justice, Ph.D. program, to the Florida Board of Governors for approval.

**BACKGROUND INFORMATION**

This proposal seeks to establish a new doctoral degree program in criminal justice that will produce graduates with the advanced training and skills needed to achieve change and innovation in the practice of criminal justice in central Florida, Florida, and the nation. Graduates are expected to teach in Florida's universities and state and community colleges, and to work as analysts in a broad range of agencies and institutions. The research analyses that will be conducted by Ph.D.-level analysts will allow evidence-based improvements to the methodologies and strategies employed in the practice of criminal justice. The Ph.D. level faculty members will bring their insights to the growing number of criminal justice practitioners educated in Florida's community and state colleges and universities. The proposed degree program will require 57 credit hours post-master's degree and will be the only doctoral program in the State of Florida focused specifically on criminal justice.

The justice system in Florida is a \$13 billion investment that employs over 140,000 Floridians in nearly 500 agencies across the state. Florida spends 19 percent more for justice system activities per capita than the average state expenditure. Ph.D. analysts who have graduated from this program will help agencies direct their resources toward effective uses and strategies. Seven letters of support from central Florida agencies explicitly attest to the link between this proposed doctoral program and more efficient criminal justice methodologies and strategies.

This program will also foster a culture of research partnership with agencies in the Central Florida city-state supporting UCF's goal of being the premier partnership university. The program will focus on the application of criminal justice in urban settings, and the partnerships enabled by this doctoral program will allow synergistic benefits to emerge from this natural metropolitan laboratory, enhancing both the scholarship being conducted at the university and the improvements in practice that result from research analyses.

This proposal was evaluated and recommended by the department, college, and university graduate committees. The College of Graduate Studies recommends this proposal, and it has evaluated six of the eight program criteria as *met with strength* and two of the eight criteria as *met*. The proposed implementation date is Fall 2014.

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**Supporting documentation:** Analysis Summary for New Degree Authorization

**Prepared by:** C. Ross Hinkle, Interim Vice Provost and Dean of the College of Graduate Studies

**Submitted by:** Tony Waldrop, Provost and Executive Vice President



# Analysis Summary for New Degree Authorization Ph.D. in Criminal Justice

Criteria	Proposal Response to Criteria
<p>1. The goals of the program are aligned with the university's mission and relate to specific institutional strengths.</p>	<p><b>Met with strength.</b> This proposal for a new doctoral degree program in criminal justice strongly aligns with the goals of UCF and the State University System (SUS).</p> <p>First, the criminal justice system, a \$13 billion enterprise in the state of Florida, requires a large, well-educated workforce. This proposed degree program will produce Ph.D. level analysts with the advanced training and skills needed to assist in augmenting the effectiveness of our criminal justice system, as well as to elevate the education and training of criminal justice practitioners by teaching in Florida's universities and state and community colleges.</p> <p>Second, the institution of this doctoral degree program in the College of Health and Public Affairs will support UCF's status as a top-tier research university, as well as the state goal of building world-class academic programs and research capacity. This program will solidify a culture of research and critical analysis in the department that will permeate all degree levels. The additional courses, strong research faculty, doctoral student activities, and expectation of scholarly research will elevate the level of the research track of the master's degree and provide a wider range of opportunities for undergraduates to engage in research studies.</p> <p>Third, this program will enhance current interactions with community agencies, fulfilling the partnership goals of UCF and the SUS. The common interests served in the analysis of the practice of criminal justice within the metropolitan "laboratory" of the greater metropolitan Orlando region is a significant strength of this proposal.</p> <p>Lastly, the specific elements of this program take advantage of the unique institutional circumstances to create a cluster of excellence that will broadly enhance graduate education at UCF. As attested to by the support letters from the departments in related fields, the establishment of a doctoral program in criminal justice will create the synergistic benefits of a strong intellectual community with students and faculty members in sociology, security studies (in the Department of Political Science), and the public affairs program within the College of Health and Public Affairs.</p>



Criteria	Proposal Response to Criteria
<p>2. If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.</p>	<p><b>Met with strength.</b> The Graduate Council Program Review and Awards Committee found that the department has laid a solid groundwork for this proposal by first having addressed the major concerns of the recent external reviewers. The preparations for this degree program have been developed carefully over many years, establishing a strong research faculty. The hiring of a research director has significantly increased research proposals and funding. The department has also benefitted from the focus gained from reorganizing into two separate departments, the Department of Criminal Justice and the Department of Legal Studies.</p> <p>The most recent external reviewers recommended the strengthening of opportunities for student research. The hiring of research-active faculty members and a research director documents the commitment of the College of Health and Public Affairs to achieving the reviewer's recommendation, as does the dean's commitment of financial support for this program. This doctoral degree program represents the final element that will firmly establish the achievement of this recommendation.</p>
<p>3. The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.</p>	<p><b>Met with strength.</b> The proposed curriculum is a strength of this proposal. The curriculum for the three concentration areas will provide strong disciplinary training for the program's students, and it will provide additional opportunities to enhance the education of the master's level students, public affairs students, and students in other related disciplines.</p>
<p>4. Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.</p>	<p><b>Met.</b> Recent faculty hires have laid the groundwork for this doctoral program and enhanced a faculty that is highly productive in teaching, research, and service. The size of the program is well-matched to the mentorship and support needs for a high quality doctoral program, and there is sufficient depth of faculty expertise to cover the curriculum. External reviewers noted that without research-active students, faculty members are limited in the amount of research they can accomplish. The establishment of this criminal justice doctoral program will remove this barrier and promote the expansion of grant- and contract-sponsored research by criminal justice faculty members.</p>



Criteria	Proposal Response to Criteria
<p>5. Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.</p>	<p><b>Met with strength.</b> The proposed program is the correct size to match the resources available. Fully-funded, full-time students will create a culture of research engagement with faculty members.</p> <p>The UCF library analysis conducted for this proposed Ph.D. program reported that current holdings and subscriptions were adequate. The proposal budget includes \$4,000 in each of the first three years to strengthen the holdings in support of the program.</p>
<p>6. Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.</p>	<p><b>Met with strength.</b> The support letters attest to the general need reflected in the Central Florida region for the criminal justice system to gain efficiencies from Ph.D. level analysts assisting with data-driven decisions. Concomitantly, there is a need to train the thousands of practitioners to implement these newer methods and strategies. Graduates of this program will fulfill this unmet need and have the background to prepare the criminal justice workforce to implement effective data-driven and evidence-based practices.</p> <p>The proposal clearly explains the distinctiveness of this program within the state university system. The curriculum comparison demonstrates the uniqueness of this program, and the proposal provides a clear explanation of the distinction between criminal justice and criminology, and between the proposed program and the doctoral programs at UF, FSU, and USF. Several arguments were found to convincingly dispute the claim of substantial overlap from the dean of the FSU College of Criminology and Criminal Justice. First, there is significant local benefit for a top-tier doctoral program focused specifically on criminal justice in the Central Florida region. The synergism that will be gained with local agencies and related doctoral programs at UCF fulfills institutional responsibilities unique to UCF and the greater Orlando metropolitan area. Second, USF, the closest SUS institution with the most potential for overlap for local interest within central Florida, strongly supports this proposal. The distinctiveness of the proposed program is further confirmed by support letters from UF, as well as USF.</p>



Criteria	Proposal Response to Criteria
<p>7. The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.</p>	<p><b>Met.</b> The budget for this degree program is appropriate. The program size is well-matched to the strong research focus, high quality of education offered, partnership impact, and job prospect potential. The mentorship, financial support, and research experiences that will give the graduates strong, practical experience in the field will make this an attractive program for applicants. The small size of the program, paired with an extensive curriculum, produces an elevated cost per student FTE, but the new courses will attract and benefit students in the criminal justice master's program and related programs.</p> <p>The recent hiring of high-caliber faculty members in preparation for the doctoral program serves to strengthen the prospect of maintaining external funds at the indicated levels of support. Furthermore, if the projected increase in research capability via faculty-mentored student efforts is successful, the program could modestly expand the projected student headcount with additional C&amp;G funds for student support.</p> <p>Efforts of the graduate faculty members will be shifted from undergraduate to graduate teaching, as is typical of departments with strong research doctoral programs. Nevertheless, the educational enhancement that results from the strong faculty members that can be recruited to departments with doctoral programs, and the consequent higher level of teaching expectations at all levels will benefit undergraduate as well as graduate students. The program will also augment opportunities for undergraduate research as well as research experiences for master's students in the research track.</p>
<p>8. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.</p>	<p><b>Met with strength.</b> The faculty members have demonstrated a high level of productivity in teaching, research, and service.</p>



**EDUCATIONAL PROGRAMS COMMITTEE**  
University of Central Florida

**SUBJECT:** Photonic Science and Engineering, B.S.

**DATE:** March 21, 2013

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**PROPOSED BOARD ACTION**

Approval of a bachelor of science degree in photonic science and engineering.

**BACKGROUND INFORMATION**

This proposed bachelor of science in photonic science and engineering program addresses central aspects of the university's goals and matches these goals to productive degrees for students interested in a challenging STEM discipline. Students enrolled in this degree program will have the opportunity to work with community partners and be a part of emerging disciplines that will inform the backbone of future global technological advancement.

This proposed bachelor of science in a photonic science and engineering STEM program will be jointly offered by the College of Optics and Photonics and the College of Engineering and Computer Science. It is expected that this degree program will be accredited as an engineering degree by the Accreditation Board for Engineering and Technology. This degree program will prepare students for a wide variety of jobs in optics and photonics and also provide them with an opportunity to pursue advanced graduate work. Surveys indicate a growing demand for optical scientists and engineers.

Employment opportunities for graduates from this program are available in industries that manufacture optical components and devices and develop applications based on such technology. The state of Florida has more than 270 optics and photonics companies that produce approximately \$7.2 billion in annual sales and employ 27,000 people (5,700 of whom specialize in optics and photonics). Many of these companies have expressed support for this proposed degree program. This program assists UCF in its goal to offer the best undergraduate education available in Florida.

This degree program is comprised of 128 credit hours across disciplines, including the following major academic components: the general education program (36 credit hours), common program prerequisites (19 credit hours), basic core requirements in electrical engineering (14 credit hours), advanced core requirements (42 credit hours, including 17 in electrical engineering and 25 in photonics), and restricted electives. The capstone requirements are delivered in the form of senior design courses.

This proposal was evaluated and recommended the College of Optics and Photonics and the College of Engineering and Computer Science. The Office of Undergraduate Studies recommends this proposal, and it has evaluated eight of the nine program criteria as *met with strength* and one of the nine criteria as *met*. The proposed implementation date is Fall 2013.

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**Supporting documentation:** Criteria for New Degree Authorization

**Prepared by:** Elliot Vittes, Interim Vice Provost and Dean of Undergraduate Studies

**Submitted by:** Tony Waldrop, Provost and Executive Vice President



**Criteria for New Degree Authorization  
Undergraduate Programs  
Photonics Science and Engineering, B.S.**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	<b>Met with Strength.</b> The goals of the program align well with the university's mission to offer high-quality undergraduate education, expand international partnerships, conduct research, and enhance partnerships. The institution's strengths relate to faculty resources, including center and institute faculty members, interdisciplinary collaboration, advancement of STEM excellence among students, and the creation of a unique undergraduate experience. Ongoing research and industry relationships suggest an extremely positive foundation on which to build an excellent degree program.
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	<b>Met with Strength.</b> Last year's program reviews for all the degree programs in the College of Engineering and Computer Science showed strength in the delivery of the electrical engineering undergraduate degree program. Program review recommendations included balancing teaching with research and access to larger class rooms (being addressed by the completion of the ROTC-Classroom II building) and utilizing CREOL faculty members to teach (being addressed through CREOL and optics faculty members). Since this is a program across colleges, it has distinct new properties that were not considered in the electrical engineering review. External evaluators for the 2012-13 program review supported the development of the degree program.
3.	The proposal describes an appropriate and sequenced course of study, including expected student learning outcomes, an assessment plan to verify student learning, and, in the case of advanced technology and related disciplines, industry-driven competences. Evidence is provided that, if appropriate, the university anticipates seeking accreditation for the proposed program.	<b>Met with Strength.</b> There is a strong foundation for the program of study, as the promise of employment or graduate education is excellent. This degree holds advanced technological implications that are being delivered at the graduate level already, and this program will make a unique offering for undergraduate students at UCF and statewide. The colleges anticipate that they will seek accreditation as an engineering degree with the Accreditation Board for Engineering and Technology.



Criteria	Proposal Response to Criteria
4. Evidence is provided that a critical mass of faculty is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty in later years, based on estimated enrollments.	<b>Met with Strength.</b> Nine existing faculty members are adequate to participate in the degree program, including four professors, two associate professors, and three assistant professors. Two additional faculty will be hired as needed. The faculty members who will participate in this program have significant national and international reputations. Their commitment to applying that knowledge to undergraduate education is commendable.
5. Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; and appropriate clinical and internship sites are sufficient to initiate the program.	<b>Met.</b> According to an analysis by the UCF Library, "the current collection is sufficient to support the proposed program and no additional resources are required. All necessary future resources will be purchased from the regular library materials budget." The classroom and laboratory space for the program is sufficient. Additional lab equipment will be purchased. There are no current internship sites, but community partners have indicated a willingness to host interns.
6. Evidence is provided that there is a need for more people to be educated in this program at this level. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	<b>Met with Strength.</b> A strong industry demand for students with degrees in this field is expected to continue well into the future. There is little competition within Florida. The estimates for number of students are reasonable and well within the scope of the provided resources.
7. The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, which is comparable to the budgets of similar programs, and which provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<b>Met with Strength.</b> The proposal clearly articulates the source of resources and will not have a negative impact on undergraduate education.
8. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<b>Met with Strength.</b> The faculty members that will be associated with the program are successful teachers and researchers, and they are integrated within the local, national, and international optics communities.



Criteria	Proposal Response to Criteria
<p>9. Evidence is provided that community college articulation has been addressed and ensured. All prerequisites are listed with assurance that they are the same standardized prerequisites for similar degree programs within the SUS. The total number of credit hours does not exceed 120.</p>	<p><b>Met with Strength.</b> The close association with DirectConnect partners and effective advising in the regional campuses ensure information flow about the program and sufficient preparation for the degree program. The intention to work with transfer students is a valuable component of the degree program. The standardized prerequisites are consistent with the existing prerequisites, as is the 128 credit-hours for the degree.</p>



2011-12 Review of UCF Centers and Institutes  
Results Summary

Overview and Purpose of Center or Institute	Strengths	Weaknesses	Action Recommendations
<b>Academic, Faculty, and International Affairs</b>			
<b><i>FL-Eastern Europe Linkage Institute</i></b>			
The Florida-Eastern Europe Linkage Institute (EELI) is one of 11 institutes initiated in 1987 by the Florida Legislature “to assist in the development of stronger economic, cultural, educational, and social ties between the State of Florida and strategic foreign countries through the promotion of expanded public and private dialogue on cooperative research and technical assistance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and the enhancement of language training skills between the postsecondary institutions in this state and those of selected foreign countries” (288.8175 F.S.). The statute requires joint administration of out-of-state waivers by one State University System (SUS) of Florida institution and one Florida community college. UCF is the designated Florida SUS institution for the determination of SUS out-of-state tuition waivers.	<ul style="list-style-type: none"><li>• fosters interactions and collaborations with institutions across the SUS and internationally</li><li>• forwards the university’s internationalization goal</li><li>• located within and administered by UCF’s Office of International Studies to maximize use of limited resources</li></ul>	<ul style="list-style-type: none"><li>• no state funding to support operations</li><li>• limited awareness of program across UCF campus and SUS</li><li>• inadequate alumni relations</li></ul>	<ul style="list-style-type: none"><li>• work with units across campus (e.g., graduate college, academic programs) to identify new collaborations and funding sources, as appropriate</li><li>• review linkage institute operations across SUS with Board of Governor’s staff members</li><li>• work with UCF alumni relations unit to strengthen UCF EELI alumni ties to the university</li><li>• assure ongoing assessment of institute quality, productivity, and sustainability</li></ul>
<b><i>FL-Canada Linkage Institute</i></b>			
The Florida-Canada Linkage Institute (FCLI) is one of 11 institutes initiated in 1987 by the Florida Legislature “to assist in the development of stronger economic, cultural, educational, and social ties between the State of Florida and strategic foreign countries through the promotion of expanded public and private dialogue on cooperative research and technical assistance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and the enhancement of language training skills between the postsecondary institutions in this state and those of selected foreign countries” (288.8175 F.S.). The statute requires joint administration of out-of-state waivers by one member of the State University System (SUS) of Florida and one Florida community college. UCF is the designated Florida SUS institution for the determination of SUS out-of-state tuition waivers.	<ul style="list-style-type: none"><li>• fosters interactions and collaborations with institutions across the SUS and internationally</li><li>• forwards the university’s internationalization goal</li><li>• located within and administered by UCF’s Office of International Studies to maximize use of limited resources</li></ul>	<ul style="list-style-type: none"><li>• no state funding to support operations</li><li>• limited awareness of program across UCF campus and SUS</li><li>• inadequate alumni relations</li></ul>	<ul style="list-style-type: none"><li>• work with units across campus (e.g., graduate college, academic programs) to identify new collaborations and funding sources, as appropriate</li><li>• review linkage institute operations across SUS with Board of Governor’s staff members</li><li>• work with UCF alumni relations unit to strengthen UCF FCLI alumni ties to the university</li><li>• assure ongoing assessment of institute quality, productivity, and sustainability</li></ul>



**2011-12 Review of UCF Centers and Institutes**  
**Results Summary**

<b>College of Business Administration</b>			
<b><i>Executive Development Center</i></b>			
The Executive Development Center (EDC) is an auxiliary unit of the College of Business Administration. The center delivers market-tuition-rate degree programs that include an executive masters of business administration degree program, as well as professional master's degree programs in business administration, management, and real estate. The EDC also offers non-degree, open-enrollment and customized executive education programs to the Central Florida business community and rents classroom and conference room space on a short-term basis.	<ul style="list-style-type: none"> <li>• location in downtown Orlando</li> <li>• responsive to industry demand and regional workforce needs</li> <li>• consistently positive growth</li> <li>• facilities</li> </ul>	<ul style="list-style-type: none"> <li>• insufficient faculty staffing to meet demand</li> </ul>	<ul style="list-style-type: none"> <li>• review staffing model and adjust as appropriate to assure most effective use of human resources</li> <li>• explore new markets for program recruitment</li> <li>• provide sufficient notice of anticipated for-credit offerings at new locations to appropriate personnel in academic affairs to comply with Southern Association of Colleges and Schools' Commission on Colleges substantive change reporting requirements</li> <li>• assure ongoing assessment of institute quality, productivity, and sustainability</li> </ul>
<b>College of Engineering and Computer Science</b>			
<b><i>Environmental Systems Engineering Institute</i></b>			
The Environmental Systems Engineering Institute (ESEI) was established in 1985 and is affiliated with the Department of Civil, Environmental, and Construction Engineering in UCF's College of Engineering and Computer Science. The purpose of the institute is to provide environmental research with a focus on water quality. The institute is primarily concerned with graduate-level environmental research, education, and student support, but also offers advanced environmental water quality analysis to non-university organizations in order to support operational expenses and provide a technical service to the Florida community.	<ul style="list-style-type: none"> <li>• provides community with special analytic needs</li> <li>• offers unique opportunity for students to engage in water quality, disinfection, disinfection by-product, and distribution system internal corrosion studies</li> </ul>	<ul style="list-style-type: none"> <li>• heavy dependence upon a single person</li> <li>• limited external funding</li> <li>• funded projects are not consistently credited to the institute</li> </ul>	<ul style="list-style-type: none"> <li>• review institute mission with appropriate stake holders and refine as appropriate (e.g., research and/or service mission); work with academic affairs to determine whether or not the institute fits the current Board of Governors definition for center or institute</li> <li>• work with the Office of Research and Commercialization to assure that awards, expenditures, and works are appropriately credited to the institute (e.g., in contract and grant proposals, publications, Board of Governors annual reports)</li> <li>• broaden engagement of additional faculty members and programs</li> <li>• track number of and impact on students served</li> <li>• assure ongoing assessment of institute quality, productivity, and sustainability</li> </ul>



**2011-12 Review of UCF Centers and Institutes**  
**Results Summary**

<b>College of Education</b>			
<b><i>Center for Planning, Research, and Development</i></b>			
<p>The Center for Planning, Research, and Development is now known internally as the Center for Educational Research and Development (CERD) and is located in UCF's College of Education. Its primary role is to assist faculty members in developing their grantsmanship and obtaining external funding to support research and development as well as educational programs. CERD also provides guidance to faculty members with regard to contract and grant administration and compliance. In addition, CERD provides graduate student support in the form of tuition assistance, fee waivers, fellowships, and teaching assistantships.</p>	<ul style="list-style-type: none"> <li>• provides an important service to the college's research enterprise</li> <li>• facilitates projects with several Central Florida school districts and the Florida Department of Education</li> <li>• international visiting scholars program (moving forward will be handled elsewhere in the college to allow CERD to focus on college research activities)</li> </ul>	<ul style="list-style-type: none"> <li>• instability during leadership transition</li> <li>• funded projects are not consistently credited to the institute</li> <li>• volatile primary funding sources</li> </ul>	<ul style="list-style-type: none"> <li>• review mission and refine as appropriate to align with college goals; develop and implement a corresponding strategic plan; work with academic affairs to determine whether or not the center fits the current Board of Governors definition for center or institute</li> <li>• determine appropriate center name and assure its consistent use in official publications</li> <li>• provide stable leadership that is appropriate to support the center's mission and strategic plan</li> <li>• diversify funding sources; focus on funding that provides for recovery of full indirect costs</li> <li>• mentor junior faculty members to attract external funding</li> <li>• work with the Office of Research and Commercialization to assure that awards, expenditures, and works are appropriately credited to the center (e.g., in contract and grant proposals, publications, Board of Governors annual reports)</li> <li>• assure ongoing assessment of center quality, productivity, and sustainability</li> </ul>
<b><i>Institute of Exercise Physiology and Wellness</i></b>			
<p>The Institute of Exercise Physiology and Wellness (IEPW) was established in 1983 and resides in UCF's College of Education. Its purpose is to perpetuate the exercise and wellness movement through behavioral intervention, physiological assessment, research studies, and doctoral dissertations. The institute uses applied and integrative physiology to enhance both education and research in the training of elite athletes, youth, and the elderly.</p>	<ul style="list-style-type: none"> <li>• promotes excellence in three high demand areas</li> </ul>	<ul style="list-style-type: none"> <li>• instability during leadership transition</li> <li>• funded projects are not consistently credited to the institute</li> </ul>	<ul style="list-style-type: none"> <li>• review mission with appropriate stakeholders and refine as appropriate to align with college goals; develop and implement a corresponding strategic plan</li> <li>• provide stable leadership that is appropriate to support the center's mission and strategic plan</li> <li>• consider marketing services more broadly to the UCF and local community</li> <li>• work with the Office of Research and Commercialization to assure that awards, expenditures, and works are appropriately credited to the center (e.g., in contract and grant proposals, publications, Board of Governors annual reports)</li> </ul>



**2011-12 Review of UCF Centers and Institutes**  
**Results Summary**

			<ul style="list-style-type: none"> <li>• assure ongoing assessment of center quality, productivity, and sustainability</li> </ul>
<b>Rosen College of Hospitality Management</b>			
<b>Dick Pope Sr. Institute for Tourism Studies</b>			
<p>The Dick Pope Sr. Institute for Tourism Studies at the Rosen College of Hospitality Management was established by the University of Central Florida in 1979. The institute's purpose since its inception has been (1) to conduct proprietary and public domain research, (2) to promulgate information to the public at large about the contributions of the hospitality and tourism industry, especially along economic, sociological, environmental, and quality-of-life dimensions, and (3) to carry out credit and non-credit educational activities. The Institute has become highly recognized nationally and internationally through its research record and its growing number of projects focused on strategic destination planning, development of tourism master plans, visitor satisfaction studies, festival evaluation and analysis, event management, merchandise sales, communication strategies for the Spanish-speaking hospitality workforce, best practices in green lodging, enhancing service experience in hospitals, and economic tourism impact.</p>	<ul style="list-style-type: none"> <li>• engages a broad base of domestic and international clients</li> <li>• college faculty members conducted several successful externally funded projects, attributed in part to the institute's presence</li> </ul>	<ul style="list-style-type: none"> <li>• funded projects are not consistently credited to the institute</li> <li>• few projects focus on the local tourism and hospitality industry</li> <li>• limited involvement of undergraduate students in institute activities</li> </ul>	<ul style="list-style-type: none"> <li>• work with the Office of Research and Commercialization to assure that awards, expenditures, and works are appropriately credited to the institute (e.g., in contract and grant proposals, publications, Board of Governors annual reports)</li> <li>• review current business model and adjust as appropriate</li> <li>• focus on building a Central Florida presence and relevance</li> <li>• expand undergraduate student involvement in institute research projects and other initiatives</li> <li>• explore interdisciplinary opportunities with other UCF units and pursue as appropriate</li> <li>• assure ongoing assessment of institute quality, productivity, and sustainability</li> </ul>